

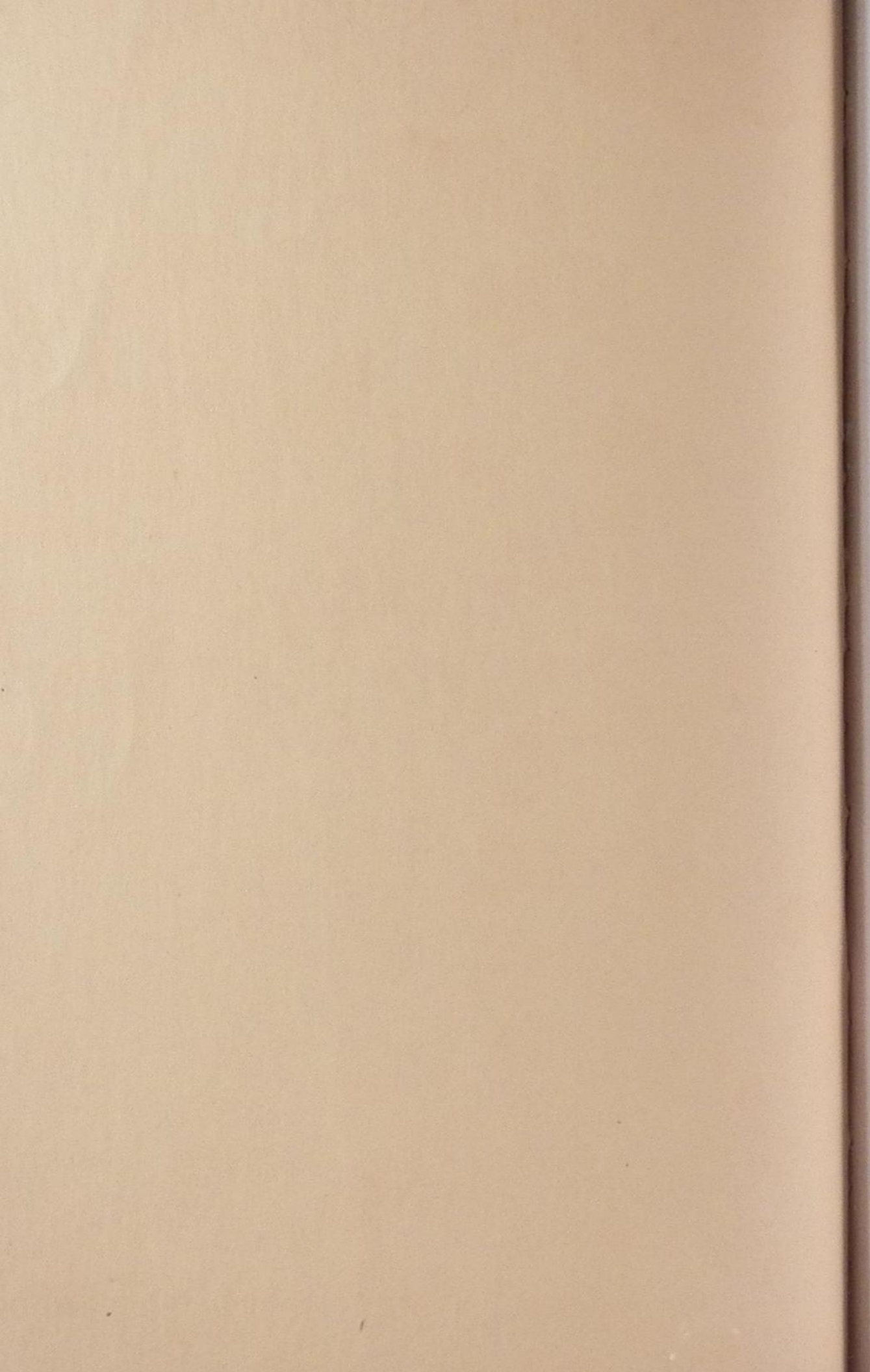
FRANCES SHIMER RECORD

Volume XLI Catalog Number Number 1

*Frances Shimer  
College*

1949 - 1950

MOUNT CARROLL, ILLINOIS



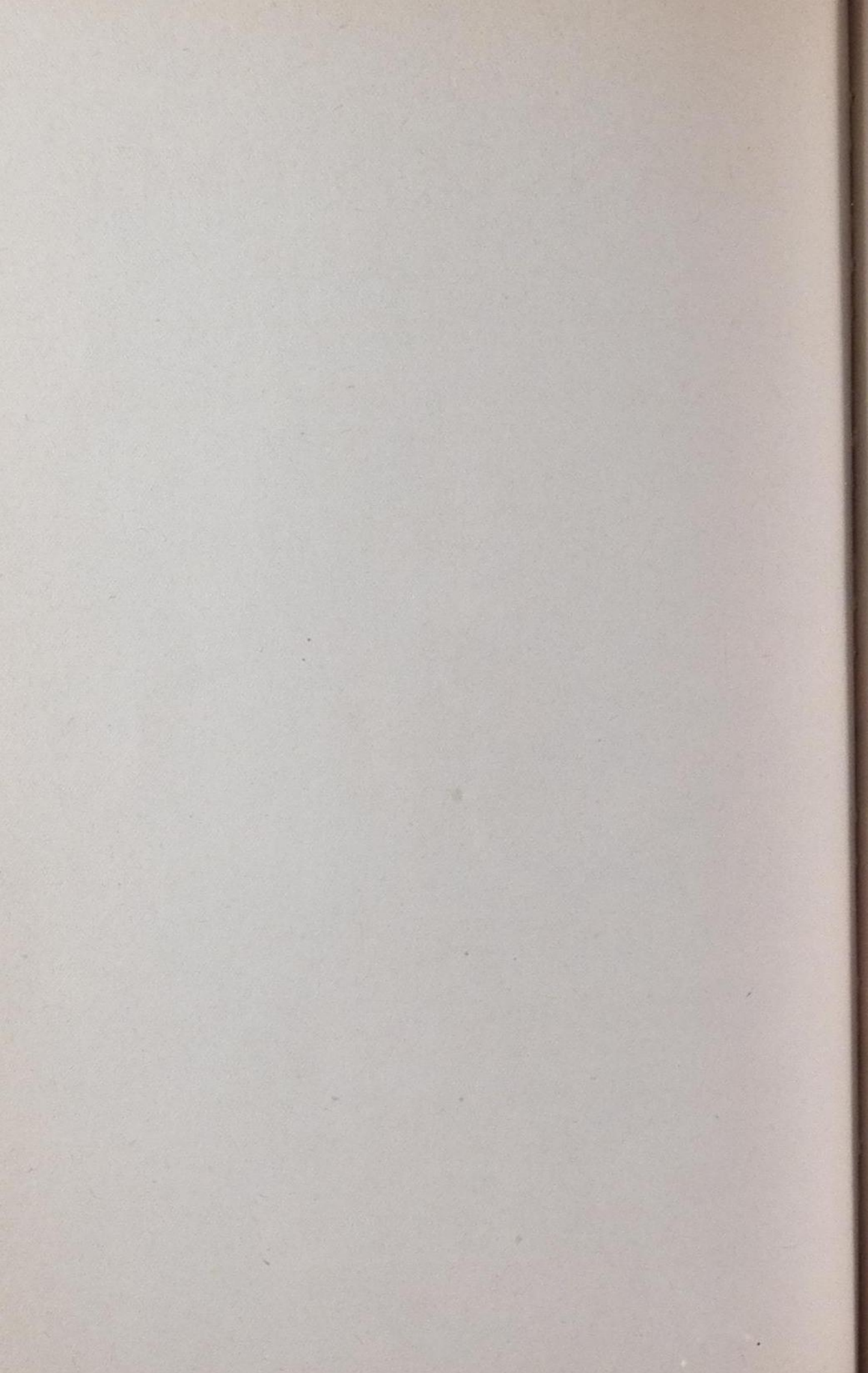














# FRANCES SHIMER COLLEGE

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A FOUR YEAR JUNIOR COLLEGE  
(GRADES XI TO XIV)

NINETY-SEVENTH YEAR  
1949-1950



*Member of the North Central Association of  
Colleges and Secondary Schools*

*Member of the American Association of Junior Colleges  
Member of the Association of Northern Baptist Educational Institutions  
Member of the American Council on Education*

*The College reserves the right to make changes in curriculum, regulations and fees.*

## FRANCES SHIMER RECORD

VOLUME XLI

JANUARY, 1949

NUMBER 1

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January, March, May, July, September, and November  
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## DIRECTIONS FOR CORRESPONDENCE

In the list below are names and addresses of persons to whom inquiries of various types should be sent. The post office is Mount Carroll, Illinois.

General Policy of the College  
Albin C. Bro, President

Requests for Catalogs, Admission of Students  
Mrs. Thelma Hommedew, Admissions Secretary

Inquiries concerning Residence Halls  
Mrs. Ruth R. Hines, Dean of Students

Payment of College Bills  
J. A. Fetterolf, Assistant Treasurer

Questions Relating to the Academic Work of Students  
John H. Russel, Dean of the College

Questions Relating to Social Regulations  
Mrs. Ruth R. Hines, Dean of Students

Scholarships, Employment, Loans  
Mrs. Thelma Hommedew, Admissions Secretary

Requests for Transcripts of Records  
Mrs. Margaret Carr, Recorder



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# CALENDAR OF THE ACADEMIC YEAR

## 1949-1950

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New Students Arrive . . . . .	Sunday, September 11
Placement Tests, Orientation and Registration . .	September 12-14
Old Students Arrive . . . . .	Tuesday, September 13
Opening Convocation, 3:30 p.m. . . . .	Wednesday, September 14
Classes Begin 8:00 a.m. . . . .	Thursday, September 15
Thanksgiving Vacation Begins 11:50 a.m.	Wednesday, November 23
Thanksgiving Vacation Ends 8:00 a.m. . . . .	Monday, November 28
Christmas Vacation Begins 11:50 a.m. . . . .	Wednesday, December 21
Christmas Vacation Ends 8:00 a.m. . . . .	Wednesday, January 4
First Semester Ends . . . . .	Friday, January 27
Second Semester Begins . . . . .	Monday, January 30
Spring Vacation Begins 4:20 p.m. . . . .	Thursday, April 6
Spring Vacation Ends 8:00 a.m. . . . .	Monday, April 17
Founder's Day . . . . .	Thursday, May 11
Annual May Fete . . . . .	Saturday, May 20
Annual Horse Show . . . . .	Sunday, May 21
Alumnae Day . . . . .	Saturday, June 3
Baccalaureate Service . . . . .	Sunday, June 4
Ninety-seventh Annual Commencement . . . . .	Sunday, June 4



## BOARD OF TRUSTEES

---

### OFFICERS

SAMUEL JAMES CAMPBELL.....	President
ERNEST C. COLWELL.....	Vice-President
FRANCIS WEIDMAN.....	Treasurer
J. ARTHUR FETTEROLF.....	Assistant-Treasurer
A. BETH HOSTETTER.....	Secretary

### HONORARY TRUSTEE

A. J. BRUMBAUGH.....	Washington, D. C.
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### MEMBERS

Term Expires, 1949	Term Expires, 1950
SAMUEL JAMES CAMPBELL.....	J. H. MILES..... Denver
..... Mount Carroll	FRANCIS WEIDMAN.....
S. C. CAMPBELL..... Mount Carroll	..... Mount Carroll
WILLIAM H. JACKSON..... Chicago	MRS. CHARLES S. CLARK.....
EDGAR B. TOLMAN, JR..... Chicago	..... Chicago
MRS. CHARLES R. WALGREEN.....	W. A. MCKNIGHT..... Aurora
..... Chicago	MRS. VICTOR H. MUNNECKE.....
	..... Chicago

### Term Expires, 1951

JOHN F. MOULDS.....	Claremont, California
WILLIAM E. GOODMAN.....	Chicago
ERNEST C. COLWELL.....	Chicago
NATHANIEL MILES.....	Mount Carroll
MRS. BERNARD C. CLAUSEN.....	Willoughby, Ohio

### STANDING COMMITTEES

Buildings and Grounds	Instruction
NATHANIEL MILES, Chairman	ERNEST C. COLWELL, Chairman
W. H. JACKSON	EDGAR B. TOLMAN, JR.
MRS. C. R. WALGREEN	MRS. B. C. CLAUSEN

### Audit

S. C. CAMPBELL, Chairman
J. H. MILES
MRS. V. H. MUNNECKE

### Finance and Investment

WILLIAM E. GOODMAN, Chairman
FRANCIS WEIDMAN
NATHANIEL MILES

### Resources and Development

EDGAR B. TOLMAN, JR., Chairman
W. A. MCKNIGHT
MRS. CHARLES S. CLARK



## ADMINISTRATION AND FACULTY (1948-1949)

---

ALBIN CARL BRO, A.B., Litt.D., *President*, 1939.

A.B., Northland College, 1917; College of Missions and Butler College, 1917-1919; University of Chicago, 1925-1927; Litt.D., Northland College, 1941.

A. BETH HOSTETTER, Ph.B., *Vice-President*, 1939; *Instructor in Latin and Humanities*, 1918; *Chairman, Division of Fine Arts*, 1946; *Acting Dean*, 1930-31; *Dean of Students*, 1931-34; *Registrar*, 1934-35; *Acting President*, 1935-36, 1938-39; *Dean of Students*, 1936-38; *Registrar*, 1936-44.

Ph.B., University of Chicago, 1907; University of Chicago, 1909-1910 and Summers, 1919 and 1929; study in Paris, Summer, 1911; Greek Division, European Summer School Bureau of University Travel, 1923; European travel, 1925-1926; Certificat d'assiduite from the Sorbonne, Paris, for four months' graduate work in Latin Language and Literature, 1926; Columbia University, Summers, 1931 and 1937.

JOHN H. RUSSEL, Ph.D., *Dean of the College*, 1948.

A.B., Illinois College, 1931; M.A., Harvard University, 1932; Sorbonne, Paris, Summer, 1937; Middlebury College, Summers, 1938-1940; Ph.D., University of Chicago, 1948.

RUTH REYNOLDS HINES, A.M., *Dean of Students*, 1948; *Dietitian*, 1944-1948.

A.B., Rockford College, 1920; Illinois State Normal University, Summer, 1920; A.M., University of Missouri, 1942; University of Wisconsin, Summer, 1943.

J. ARTHUR FETTEROLF, B.S., *Business Manager*, 1945; *Accounting*, 1948.

B.S., University of Illinois, 1931.

MERRILL L. HUTCHINS, M.A., B.D., *Director of Religious Activities*, 1948.

B.A., Hardin-Simmons University, 1939; M.A., Georgetown University, 1941; B.D., Chicago Theological Seminary, 1946.



GEORGANA ABRAMSON, B.E., *Physical Education*, 1946.

B.E., Western Illinois State Teachers College, 1940; Colorado College, Summer 1946.

RUBY BAXTER, A.M., *Mathematics*, 1927; *Chairman, Division of Natural Science and Mathematics*, 1946.

A.B., MacMurray College, 1919; A.M., University of Illinois, 1927; University of Chicago, Summers, 1923 and 1939; Columbia University, Summers, 1931 and 1937; MacMurray College, Summer, 1942.

MARGARET ALICE BERGAN, A.B., *Spanish and Communications*, 1948.

A.B., Rockford College, 1945; Universidad de Filosofia Y Letras, Mexico, Summers 1943-1945.

ELLEN JEANNETTE BIRKETT, M.A., *Physical Science and Assistant in Testing Program*, 1948.

B.S., University of Chicago, 1940; M.A., University of Michigan, 1941.

BETTY ANN BISDORF, A.B., *Piano*, 1948. *Humanities and Assistant in Testing Program*, 1947-1948.

A.B., University of Iowa, 1947.

JANE M. EBY, Music M., *Piano*, 1941.

S.B., Iowa State Teachers College 1937; Music M. (in Public School Music), Northwestern University, 1943.

MILDRED L. JAYNES, A.B., *Director of Equitation*, 1941; *Physical Education*, 1928-1941.

A.B., Carleton College, 1924; University of Minnesota, Summer, 1927; Pavley-Oukrainsky Russian Ballet School, Summer, 1932; Northwestern University, Summers 1934 and 1935.

BLENDON A. KNEALE, *Art*, 1940-1943; 1946.

Minneapolis School of Art, Minneapolis, Minnesota 1927-1931; Minneapolis Institute of Arts, Minneapolis, Minnesota, 1929-1931; Research artist and commercial designer for art publishers and lithographers, with agency and national advertising experience, 1922-1940.

JACQUELINE KRAMER, A.M., *Drama*, 1947.

A.B., University of Michigan, 1945; A.M., University of Michigan, 1948.



BERTHA R. LEAMAN, Ph.D., *Social Science*, 1943; *Chairman, Division of Social Science*, 1945.

A.B., Goshen College, 1921; A.M., University of Chicago, 1924; Sorbonne, Paris and University of Grenoble, 1927-1928; Ph.D., University of Chicago, 1935.

WILLIAM NELSON LYONS, Ph.D., *Humanities*, 1946; *Chairman, Division of Humanities*, 1948; *Director of Religious Activities*, 1946-1948.

A.B., Sioux Falls College, 1936; B.D., Colgate Rochester Divinity School, 1939; Ph.D., University of Chicago, 1942.

LOUISE MACY, M.A., B.S. in L.S., *Librarian*, 1948

A.B., Illinois Wesleyan University, 1928; M.A., University of Illinois, 1942; B.S. in L.S., University of Illinois, 1948.

CHARLES R. MANLEY, JR., A.B., *Social Science*, 1947.

A.B., Linfield College, 1946; University of Chicago, 1947.

D. ELDRIDGE MCBRIDE, A.M., *Social Science*, 1944.

A.B., University of Chicago, 1937; A.M., University of Chicago, 1943; University of Chicago, 1943-1944 and Summer of 1945.

GERTRUDE BOE OVERBY, B.A., *Voice*, 1948.

B.A., St. Olaf College, 1923; Private voice lessons, New York City, Northfield, Minnesota and Minneapolis, Minnesota.

OSCAR RUDOLPH OVERBY, B. Music, *Chorus and Humanities*, 1948.

B. Music, St. Olaf College, 1921; Graduate work at Columbia University, 1921-1922.

FRANK M. POOLER, Music B., *Voice and Assistant in Chorus*, 1948.

Special study in composition with the composer, Darius Milhaud, Mills College, Summer, 1947; Music B., St. Olaf College, 1948; Graduate study at University of Iowa, 1948-1949.

WARD E. SISLER, A.B., *Biological Science*, 1947.

A.B., Tarkio College, 1939; University of Colorado, Summer, 1938; Fellowship in Research Psychology at Tarkio College for Duke University, 1939-1940.



DOROTHY TRICKEY SWETTING, S.M., *Home Economics*, 1945.

S.B., University of Wisconsin, 1920; S.M., University of Wisconsin, 1938.

EDNA THOREEN, A.M., *French*, 1925.

A.B., Lombard College, 1911; A.M., University of Illinois, 1914; McGill University, Summer, 1923; Institute of French Education, Penn State College, Summer, 1925; University of Chicago, Summer, 1929; University of Wisconsin, Summers, 1916, 1919, 1921, 1934; European travel, Summer of 1924; cours d'ete, Universite de Lille, Boulogne-Sur-Mer, France, Summer, 1927.

PHILIP A. TRIPP, A.M., *Chairman, Division of Communications and Instructor in Communications*, 1948.

A.M., University of Chicago, 1947; University of Chicago, 1947-1948.

VIRGINIA RUTH TRIPP, *Typing*, 1948.

Certificate, Wilson College of Commerce, 1939.

CLIFFORD P. WOLFSEHR, A.M., *Humanities*, 1947.

A.B., Linfield College, 1943; A.M., Washington State College, 1947.

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### *Standing Committees of the Faculty, 1948-1949*

*Administrative*—President Bro, Dean Russel, Dean Hines, Mr. Fetterolf.

*Educational Policies*—Dean Russel, Miss Baxter, Miss Hostetter, Dr. Leaman, Dr. Lyons, Mr. Tripp.

*Lecture and Entertainment*—Miss Baxter, Mrs. Hines, Miss Eby, Mr. Hutchins, Miss Kramer, Mr. Kneale, Mr. Overby.

*Library*—Miss Macy, Miss Eby, Miss Hostetter, Dr. Leaman, Dean Russel, Mr. Wolfsehr.

The President is a member ex officio of all committees.



## ADMINISTRATION

ALBIN CARL BRO.....	President
A. BETH HOSTETTER.....	Vice-President
JOHN H. RUSSEL.....	Dean of the College
J. ARTHUR FETTEROLF.....	Business Manager and Assistant Treasurer
R. H. SEITNER, JR.....	Assistant to the President in Public Relations and Admissions
MERRILL L. HUTCHINS.....	Director of Religious Activities
LOUISE MACY.....	Librarian

## General Staff

S. W. ALDEN.....	Bookstore Manager
MRS. MARGARET CARR.....	Recorder
MRS. EDNA B. GIFFORD.....	Office Manager
MRS. MILDRED PACKARD.....	Cashier
MRS. LILLIAN PATTON.....	Head Housekeeper
MRS. NELLIE ROSKE.....	Dietitian
MRS. MAXINE SMITH.....	Secretary, Public Relations Office
HUGH WILSON.....	Superintendent of Buildings and Grounds

## Student Personnel Staff

MRS. RUTH R. HINES.....	Dean of Students
FRANCES ROSKE.....	Secretary to Dean of Students
MRS. JENN BAICHLY.....	Counselor of McKee Hall and Dining Room Hostess
MRS. ELSIE CARMICHAEL.....	Counselor of Hathaway Hall
MRS. HELEN KRIEGER.....	Counselor of Bennett Hall
MRS. GLEN H. STOWE.....	Counselor of West Hall
MRS. HILDA MCNEAL.....	Manager of the Grill
MONA E. ROBISON.....	Director of Student Health Service
MRS. L. E. ROBISON.....	Assistant in the Infirmary

## Admissions Staff

ALBIN C. BRO.....	Director
MRS. THELMA HOMMEDEW.....	Secretary, College Office

## College Representatives

MRS. FRED L. BENDT.....	401 N. 4th St., Clear Lake, Iowa
L. H. DIEKROEGER.....	6232 Northwood Avenue, St. Louis, Missouri
MRS. JOHN J. LIFSEY.....	19357 Murray Hill, Detroit 19, Michigan
R. H. SEITNER, JR.....	College Office
MRS. LELIA KAY WRIGHT.....	Suite 1219, 111 W. Washington St., Chicago 2, Illinois
	Office Telephone: State 2-9898
	Residence Telephone: Ambassador 2-3066



## EDUCATION AT FRANCES SHIMER COLLEGE

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### HISTORY

Ninety-six years ago, when American education was still designed primarily for men, Frances Ann Wood received a call to establish a school in the modest-sized Illinois community of Mount Carroll. With Miss Cinderella Gregory she left her home in New York State and on May 11, 1853, the two young pioneers in the education of women opened the Mount Carroll Seminary.

Frances Wood, later Mrs. Frances Wood Shimer, administered the Seminary herself for forty-three years, Miss Gregory having resigned in 1870. In 1896, by her own wish, Mrs. Shimer transferred control to a self-perpetuating Board of Trustees of fifteen members representing the University of Chicago, the alumnae of the Seminary, and the citizens of Mount Carroll. Ten members of the Board of Trustees are members of Baptist churches.

The chartered name of the institution became The Frances Shimer Academy of the University of Chicago. Friendly relationship with the University implied by this name, as well as the representation of the University on the Board of Trustees, remains to the present day.

That the Academy did receive unusual representation from the University during this early period may be judged from the names of members of its first Board of Trustees, which included such leading educational figures as William Rainey Harper, Thomas W. Goodspeed, Henry A. Rust, Alonzo K. Parker, Frank J. Miller, and Lathan A. Crandall. In the years that followed, progressive educational policies were inaugurated. These years were, in a sense, the critical, formative years in the college's growth, and its successful emergence from them points to the quality of its leadership.

In these years also the college began rebuilding on a much larger scale. The original Seminary buildings having burned in 1906, the present quadrangle was laid out, providing ample room for building expansion.

The institution was one of the first to undertake the junior college plan, and graduated its first junior college class as early as 1909, long before the junior college had won the popular acceptance which it has now. In 1931, the trustees approved the idea of making the four-year junior college the chief unit of academic organization.

Upon the retirement of Mrs. Shimer, William Parker McKee of Minneapolis was called to be president. During his thirty-three year



administration, the present complete plant was built and most of the equipment acquired. He was President Emeritus from 1930 until his death in 1933. Floyd Cleveland Wilcox, who became president upon Dr. McKee's retirement, retired in 1935. During his administration the college made many advances in educational policy. In 1936, Raymond B. Culver became president and served most ably until he resigned because of ill health in February, 1938. In the interim between Dr. Wilcox's and Dr. Culver's incumbency, and again during the year between Dr. Culver's death and Mr. Bro's appointment, A. Beth Hostetter, formerly dean and now vice-president, acted as president. In the fall of 1939, Albin C. Bro came to the presidency from his work with the University of Chicago Press.

### DEVELOPMENT OF THE SHIMER PLAN

The curriculum of Frances Shimer College has been under study and revision for several years. In 1931 the Board of Trustees made the four year junior college the basic unit of academic instruction. In 1944 a thorough study of the college was made by Dr. John Dale Russell and his associates from the Department of Education of the University of Chicago. Later that year the faculty and administration revised the statement of aims and purposes of the college. After this statement was accepted by the Board of Trustees, the faculty was re-organized and the process of revising the curriculum to carry out the stated purposes was begun. The program of The Shimer Plan was inaugurated in September, 1947.

### PURPOSE AND AIMS OF THE SHIMER PLAN OF GENERAL EDUCATION

*The purpose of general education is to develop the ability to identify basic values which guide the individual in making decisions and to cultivate concrete experiences which augment the meaning of those values.*

The specific aims of education at Frances Shimer College can be stated in terms of developing the qualities and skills inherent in the general purpose:

1. Enough knowledge about the nature of men and women and their social relationships to discover the principles which must order all human enterprises.
2. Sufficient information about the natural world to know how it can sustain and serve human life.
3. Understanding and appreciation of the achievements of men as expressed in literature, art, music, philosophy and religion.



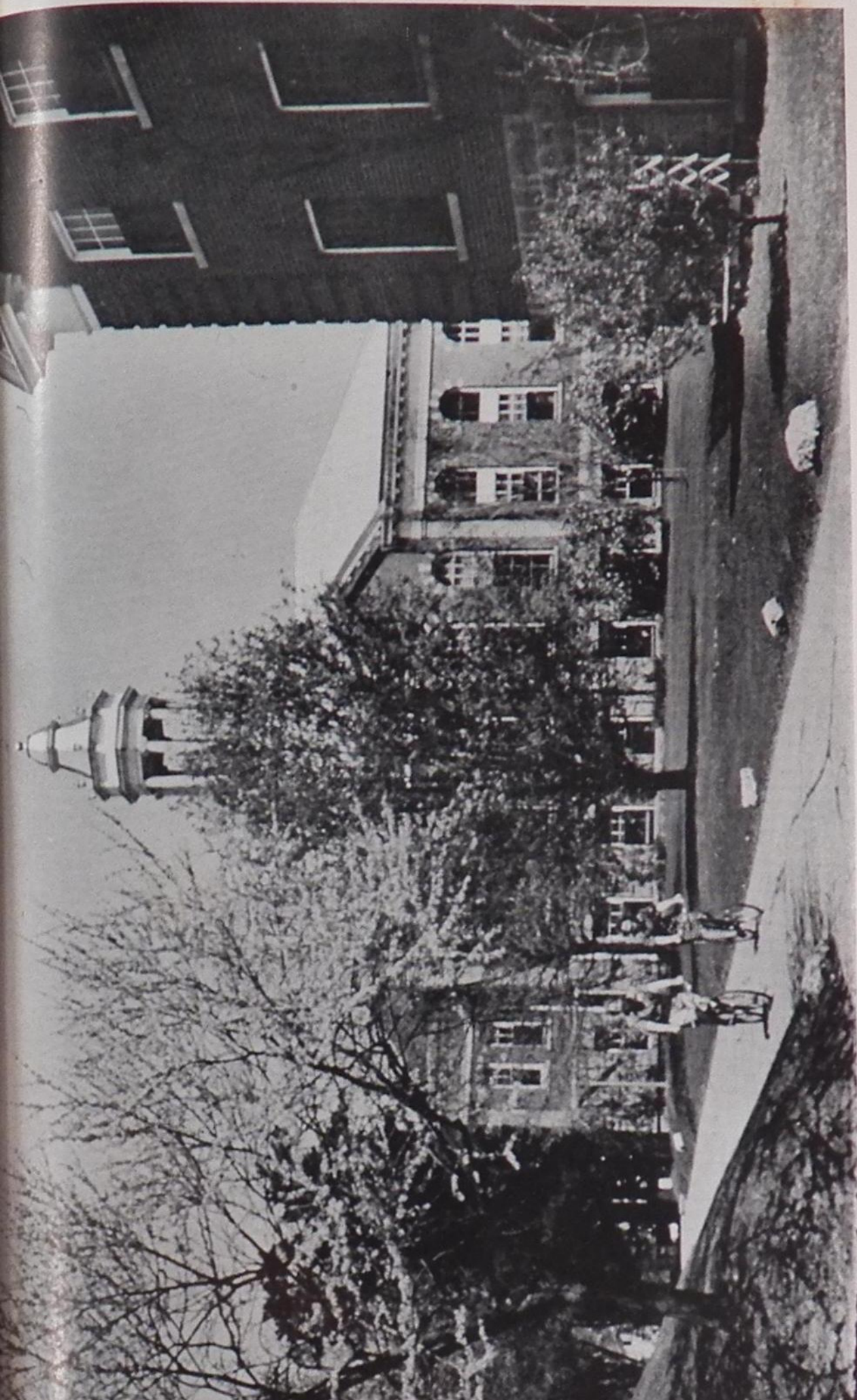
4. Competence in the expression of thoughts and feelings through use of language and through an artistic medium.
5. Skill in analytical thinking and critical evaluation of conclusions.
6. Ability to think creatively, to put together ideas and thoughts in new ways.
7. Ample health so as to be sensitive and responsive to one's environment.
8. Purposeful planning of vocational and home life.
9. Positive and constructive participation in the democratic ordering of group life through responsible support of constructive activities and by leadership in areas of competence.
10. Understanding of and commitment to the basic principles of religious living as found in the Hebrew-Christian tradition.
11. Personal integrity and active good-will toward all individuals.
12. Emotional maturity, poise and self-control.

From the foregoing statement of specific aims, it is apparent that Frances Shimer College believes that the purpose of general education is something more important than a satisfactorily adjusted life or the acquisition of knowledge. Life can be adjusted on very unworthy levels, and facts are tools to be used, not ends to be served.

The quality of life depends upon the ability of men and women to discover how the values are created which support life and give it excellence. The most important and perplexing problems young women face in their world are those of the identification of values and the fostering of their growth. Conversely, they must know how to recognize those practices and habits which destroy values or obstruct their growth. If our young women cannot do this they and their world will perish.

Values develop in the life of a young woman when she becomes keenly aware of the thoughts and feelings of others and uses them to enlarge her own understanding; when her knowledge of the world expands and she feels a growing consciousness of the ties which relate her to other people. The development of values will be blocked by inability to communicate with others to get their ideas, thoughts and feelings through conversation and reading. This growth cannot take place when there is ignorance or when personal pride erects barriers among men and women. Education at Frances Shimer College is designed to eliminate those obstructions to the growth of its students and to provide positive conditions for the increase of values in their lives.





METCALF HALL





McKEE HALL



## CHARACTERISTICS OF THE SHIMER PLAN

## GENERAL

General education is not divorced from thorough study of specific events, periods or cultures but is different from specialized or concentrated learning, and vocational training. All study is concerned with specific facts or events. General education is concerned with making these facts meaningful through the discovery of their generic nature, their interrelationships and dynamic qualities. When information thus becomes meaningful it becomes useful in making discriminating value choices.

The Shimer Plan does not minimize the vocational usefulness of any knowledge or skill but believes that specific vocational training must not be undertaken until the student has been prepared through general education for a significant life made possible by a meaningful study of significant ideas, facts and events. Only then is an individual equipped to choose with discrimination those values which can sustain his living and engender graciousness and nobility of character.

## PRESCRIBED

In order to insure a generic study of integrated and interrelated materials it is necessary that a number of courses be prescribed. Since it is precisely the function of general education to enlarge the scope of meaningful experience, the choice of material studied cannot be left to the whim of passing fancy, but must be entrusted to those who, through maturity and scholarship, are competent to judge its merit.

## INDIVIDUAL

Insofar as possible individual differences and interests are clearly recognized. This is apparent in the range of electives from which students may make varied and different choices. Where placement examinations are available students may have the opportunity to "test out" of certain courses through examination.

## ADMISSION

Application for admission is made on a special application form which is sent upon request. The application for a resident student is officially recorded only when accompanied by a registration fee of twenty dollars for reservation of a room. No deposit is necessary to record the application of day students.

Students will be admitted to full freshman standing (eleventh grade) upon presentation of seven acceptable units completed in a high school accredited by the North Central Association of Colleges and Secondary Schools or by other recognized standardizing agencies. These seven units should include two units in English and one in algebra. A unit in any subject represents the equivalent of 200 minutes of instruction per week for a period of approximately thirty-six weeks.

Students will be admitted to full standing in the junior year (equivalent to college freshman year) upon presentation of a high school



diploma and fifteen units of acceptable work from a four-year high school accredited by the above named accrediting agencies. Classification will be accorded when the certified list of credits is presented. Students who have not met complete high school graduation requirements may be admitted to the junior class (college freshman class) on probation providing high school deficiencies are met during the course of that year. These deficiencies may not exceed two high school units.

Students will be admitted at the twelfth and fourteenth grade levels upon the presentation of satisfactory credits from institutions accredited by the above named standardizing agencies. New students will be admitted at the beginning of the second semester provided that a satisfactory program of study can be arranged.

A candidate for admission must also demonstrate ability by making a satisfactory score on certain aptitude and achievement tests and furnish evidence of good moral character and honorable dismissal from the school last attended.

Placement examinations will be available for students in communications, in Science 2 and in Science 5. Students who expect to take these placement examinations should register for them by Wednesday, September 14. The examinations will be given Saturday, September 17.

#### GRADUATION REQUIREMENTS

The diploma of graduation from the college is awarded to students who have completed a minimum residence of one year which, unless special permission is granted, must be the senior year, and who have earned a minimum of 64 semester hours of credit on the level of the upper division (equivalent of grades 13 and 14).

*Included in these 64 hours must be:*

- |   |                                   |
|---|-----------------------------------|
| a. Six hours in communications              | c. Twelve hours in social science |
| b. Twelve hours in humanities               | d. Twelve hours in science        |
| e. Four hours in physical education         |                                   |
| f. A minimum of eighteen hours of electives |                                   |

Placement examinations will be offered upon request in communications, biological science, and physical science in the autumn of 1949. Students who satisfactorily complete these examinations will be exempted from taking these courses. Electives must be chosen in their stead so that the total number of hours required for graduation may be met.

A cumulative grade point average of .900 is required for all courses which are carried during the 13th and 14th grades.

#### CERTIFICATION REQUIREMENTS

Certification for students who may desire to transfer from the lower division (equivalent of grades 11 and 12) to another institution may be granted upon the completion of a minimum of 60 semester hours, and physical education, in lower division courses. Specific subject requirements are in the fields of English, foreign language, mathematics, science, and social studies; two of these subjects must be pursued for three years each (including one year of pre-lower division study), and one additional subject must be pursued for two years.



## CURRICULUM

## Freshman Year

(11th Grade)

Courses	Hours	Courses	Hours
Social Science 1.....	4	Electives .....	4-6
Humanities 1 .....	4	P. E. or Riding.....	—
*Communications 1 .....	4		

## Sophomore Year

(12th Grade)

Courses	Hours	Courses	Hours
Social Science 2.....	4	Electives .....	4-6
Humanities 2-Communications 2 .....	4	P. E. or Riding.....	—
Science 1 .....	4		

## Junior Year

(13th Grade—1st Year College)

Courses	Hours	Courses	Hours
Social Science 3 .....	3	*Science 2 or Science 5.....	3
Humanities 3 .....	3	Electives .....	4-5
*Communications 3 .....	3	P. E. or Riding.....	1

## Senior Year

(14th Grade—2nd Year College)

Courses	Hours	Courses	Hours
Social Science 4.....	3	Electives .....	7-8
Humanities 4 .....	3	P. E. or Riding.....	1
*Science 5 or Science 2 .....	3		

\*Placement tests in Communications and Biological and Physical Sciences will be offered in the autumn of 1949. Students who satisfactorily complete these tests will be exempted from taking these courses. However, electives must be chosen in their stead.

A normal maximum load will be considered 17 or 18 hours plus physical education or riding. Students who desire to take courses which exceed the maximum load must petition the Dean of the College for special permission.

The following courses will be offered as electives.

Math 0	Voice 1, 2, 3, 4
Math 2	Organ 1, 2, 3, 4
Science 3 or 4	Typing 1, 2
Communications 4	Home Economics 1, 2, 3, 4,
Harmony 1	French 1, 1x, 2, 2x
Art 1, 2, 3, 4	Spanish 1, 1x, 2, 2x
Piano 1, 2, 3, 4	German 1, 1x, 2, 2x
Drama 1, 2, 3	



## ORGANIZATION OF CURRICULUM

## Freshman Year (Grade 11)

Social Science 1	Humanities 1	Communica- tions 1	Electives 4-6 hours	Physical Educa- tion
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## Sophomore Year (Grade 12)

Social Science 2	Humanities- Communica- tions 2	Science 1	Electives 4-6 hours	Physical Educa- tion
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## Junior Year (Grade 13)

Social Science 3	Humani- ties 3	Communi- cations 3	Science 2 or Science 5	Electives 4-5 hours	Physical Educa- tion
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## Senior Year (Grade 14)

Social Science 4	Humani- ties 4	Science 5 or Science 2	Electives 7-8 hours	Physical Educa- tion
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Placement tests in Communications and Biological and Physical Sciences will be offered in the autumn of 1949. Students who satisfactorily complete these tests will be exempted from taking these courses. However, electives must be chosen in their stead.



### UNIT OF INSTRUCTION

The unit of instruction is a semester hour. This term may be defined as a credit granted for successful completion of a study pursued for one class hour per week throughout a semester of eighteen weeks. In general, two hours of laboratory work will be counted as the equivalent to one recitation class hour.

Class hours are fifty minutes in length. A ten minute interval is allowed for passing from one class to another.

### GRADING SYSTEM

Students and parents are advised of progress being made four times during the year and are informed of the level of achievement at the end of the year. The letters A to E are symbols used to indicate the degree of proficiency demonstrated in any subject and may be interpreted as follows:

A—Superior  
B—Above average

C—Average  
D—Below average

E—Failure

As a rule, condition grades are not assigned by the faculty. Where special conditions prevail, however, which are not the result of a student's inattention to her studies, incomplete work may be made up with the consent of the instructor.

Supplementing the marking system is the grade point system, which serves to set definite standards of achievement in terms of amount and quality of work.

A grade of A earns 3 grade points for each semester hour of credit.

A grade of B earns 2 grade points for each semester hour of credit.

A grade of C earns 1 grade point for each semester hour of credit.

A grade of D earns 0 grade point for each semester hour of credit.

A grade of E earns 0 grade point for each semester hour of credit.

### SCHOLASTIC PROBATION

A student will be placed on scholastic probation in the event that she obtains a grade point average of .500 or lower, and if she fails in one or more subjects regardless of grade point average.

### HONOR ROLL

The honor roll is compiled for the entire student body and contains the names of those students who have an average of 2.0 or better with no grade below B.

### PROGRAM CHANGES

Permission to change a program will be granted during the first two weeks of the entering semester. Only reasons of an educational character will be considered. After that time no change will be granted except for definite reasons of physical and mental health.

After the first grading period (the first six weeks of the first semester) a student may, on the advice of her adviser, instructor and the dean of the college, be permitted to drop a course with no grade recorded for the course. A course dropped later in the year because of a failing grade will be recorded as a failure.



# COURSES OF INSTRUCTION

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## PANEL I

### NATURAL SCIENCES AND MATHEMATICS

The purpose of the study of natural science and mathematics is to cultivate skill in and the habit of scientific thinking through consideration of the nature of scientific knowledge, the way in which it was discovered and the method of thought involved in its application to problems. The courses are designed to develop the ability to comprehend and critically evaluate statements which involve the subject matter of science and which use the concepts and the language of the sciences. Knowledge of some accepted solutions of problems posed by space and quantity, the physical world and living organisms is an important part of the courses. Mathematics, although it has its own discipline in its more advanced forms, is considered in general education to be the language of the sciences.

### MATHEMATICS

#### 0—PLANE GEOMETRY—Elective

The purpose of instruction in plane geometry is to teach the processes of analytical thinking. The subject matter consists of straight line figures, parallels, perpendiculars and circles. Many problems are selected from life situations.

*Four hours per week, both semesters.      Four credits each semester.*

#### 2a—COLLEGE ALGEBRA—Elective

The study of college algebra involves the study of variables, functions and the theory of equations. Some of the topics included are the binomial theorem, logarithms, progressions, probability and the mathematics of investment.

*Three hours per week, first semester.      Three credits.*

#### 2b—TRIGONOMETRY—Elective

The study of trigonometry involves the study of trigonometric functions, angles, reductive formulas, fundamental identities, radian measure, equations and the solution of triangles.

*Three hours per week, second semester.      Three credits.*



## SCIENCE

## 1—GENERAL PHYSICAL SCIENCE—Required at twelfth grade level.

A study of the fundamental principles of physical science presented through the medium of mathematics, astronomy, geology, physics and chemistry. The emphasis is upon the scientific method. This approach to knowledge in the area of physical science is developed by lecture, discussion, written reports and educational films.

*Four hours per week, both semesters. Four credits each semester.*

## 2—GENERAL BIOLOGY—Required at thirteenth grade level or at fourteenth grade level.

The purposes of general biology are to improve the ability of the student to think scientifically, to develop a picture of the content and machinery of the organic world and to provide information which will improve the ability to adjust effectively to the conditions in which one lives.

*Three hours per week, both semesters. Three credits each semester.*

## 3—GENERAL CHEMISTRY—Elective.

The fundamental laws of chemical action and modern theories about chemical phenomena are studied in the class room and laboratory. This course includes introductory qualitative analysis.

*Two lectures and two 2-hour laboratory periods per week both semesters. Four credits each semester.*

## 4—GENERAL ZOOLOGY—Elective.

This course, through readings, lecture and laboratory experiences, acquaints the student with animal life. The principles of zoology are presented so the student may understand man's place in nature and his relationship to other forms of animal life.

*Two lectures and two 2-hour laboratory periods per week both semesters. Four credits each semester.*

## 5—GENERAL PHYSICAL SCIENCE—Required at fourteenth grade level or at thirteenth grade level.

This course involves an integration of the major areas of physical science so that the student may achieve a unified picture of the physical universe. Throughout the course emphasis is placed upon the means by which man has arrived at the various generalizations applicable to the physical universe. Experimental demonstrations and educational films are important in the development of these ideas.

*Three hours per week, both semesters. Three credits each semester.*



## PANEL II

## SOCIAL SCIENCES

It is the aim of the social sciences to provoke inquiry about contemporary society, to develop an understanding of the basic values in society, and to acquire a mastery of the tools of critical analysis. This purpose resolves itself into a desire to create civic competence, that is, to contribute toward the creation of a citizenry capable of making intelligent judgments based on consciously accepted social values. It is believed that out of these will come effective civic action.

One required course is offered in the social sciences for each of the four years of the college. The first of these consists of a social-scientific analysis of the family, its purpose being to demonstrate the inter-dependence of the various social sciences upon each other through a critical analysis of the family in the post-war United States. Special attention is given to the development of the student's ability to select and apply with skill the various scientific techniques employed in the study of social phenomena.

The general aim of the second year course is to help the student to acquire an understanding of the historical development of contemporary American society, to prepare for further study of contemporary society and to develop skills with which to deal intelligently with modern social problems. The third year course centers upon an examination of the problem of the freedom of the individual. The problem or dilemma is that of how so to restrict individual freedoms in some areas sufficiently to give democracy meaning, without so limiting those freedoms in other areas as to make the term meaningless. The purpose of the fourth course is to develop a scientific method of examining the contemporary valuational crisis in political and socio-economic problems. The rapid technological and economic changes of this century have unleashed forces which have created problems of such a scale as to demand a reconstruction of ethical principles, sanctions and controls.

1—A SOCIAL AND SCIENTIFIC ANALYSIS OF THE FAMILY—Required at eleventh grade level.

This course, first, introduces the student to the problems involved in any type of scientific research. The student becomes acquainted with science as a descriptive skill. An intensive comparison will be made of the various branches of research in the social sciences. The second section of the course addresses itself to the structure and function of the family, particularly in the post-war United States. The final phase of the course focuses its attention on the relationship of the individual to the family as a basic unit or orientation.

*Four hours per week, both semesters.*

*Four credits each semester.*



2—UNITED STATES HISTORY—Required at twelfth grade level.

This course consists fundamentally of a study of some of the basic ideas necessary for an understanding of the developing culture of the American people. These ideas are considered in the context of a series of major problems faced by Americans in the course of the development of their economic, political and social institutions from the beginning of the seventeenth century to the present.

*Four hours per week, both semesters.*

*Four credits each semester.*

3—THE RISE OF MODERN LIBERALISM—Required at thirteenth grade level.

The work of this course is both descriptive and analytical. It opens by differentiating between ideal democracy and democracy as it is practiced in the twentieth century. Against the background of this contemporary situation the institutions of western Europe are analyzed for the purpose of determining the degree and type of freedom they afforded the individual. The historical periods to which this institutional analysis is applied are of the Mediaeval Age, the Renaissance, the absolute monarchy, the modern age and the contemporary period. The course closes with an intensive study of current politico-socio-economic theories and practices. The readings consist largely of selected materials from primary sources.

*Three hours per week, both semesters.*

*Three credits each semester.*

4—ANALYSIS AND EVALUATION OF SOCIAL MOVEMENTS—Required at fourteenth grade level.

The first section of this course deals with the nature of the valuational crisis. It seeks to acquaint the student with the basic economic, political and social trends which have been apparent since the opening of World War I.

The second section is concerned with an understanding of group behavior and the relationship of the individual to the group. Its purpose is to discover why individuals behave in groups as they do. This becomes the key consideration in the search for the factors which have created the moral crisis in society and the basis of evaluating proposed programs of action. The third section is an analysis of some general social problems and certain proposed programs. These are drawn from the areas of the school, church, industry and the United Nations.

*Four hours per week, both semesters.*

*Four credits each semester.*

### PANEL III HUMANITIES

Humanities is an integrated, generic study of the achievements of men as expressed in literature, art, music, philosophy and religion. The purpose of Humanities is neither antiquarian concern with historical records nor preoccupation with details of a body of knowledge, important as these are, but the development of critical thinking concerning the significant achievements of the mind and spirit of man.



All great literature and art are woven about certain inescapable questions which face each individual as new problems, such as the nature and destiny of man; the quest for the good, the beautiful, the true and the just; and the identification of sustaining values. Systematic answers to such questions are the material of philosophy and religion.

Appreciative understanding, critical evaluation and personal orientation are the primary purposes of the study of Humanities. These are accomplished by acquainting the student with a variety of artistic, literary, philosophic and religious masterpieces from several cultures and national backgrounds; by stimulating the student to evaluate each work studied and by leading the student to the discovery of stable and positive values in an unstable and faltering world.

The material of each course is organized historically to facilitate the student's grasp of the development of meaning and form. The classes are conducted as seminars to provoke thoughtful discussion and effective communication of ideas.

1—INTRODUCTION TO WESTERN CULTURE—Required at eleventh grade level.

The purpose of this course is to acquaint each student with the most important periods in the development of Western Civilization. This is accomplished through a reading of historical literature selected from the Hebrew Scriptures, Greek, Roman, Mediaeval and Early Modern historians and representative masterpieces of art and music.

*Four hours per week, both semesters. Four credits each semester.*

2—LITERATURE AND LANGUAGE SKILLS—Required at twelfth grade level.

The literary achievements of men are studied at this level of work in Humanities. Particular emphasis is placed upon an appreciation and understanding of the various types of literature such as drama, poetry, essay and novel. In addition, increased skill in reading and writing is sought by a carefully organized study of language skills.

*Five hours per week, both semesters. Four credits each semester.*

3—CRITICAL ANALYSIS OF LITERATURE, ART AND MUSIC—Required at thirteenth grade level.

Selections from the great books of literature and the great masterpieces of art and music are chosen for critical analysis and evaluation in this course. The student is acquainted with the important principles of criticism and encouraged to develop her own ability to evaluate the literary and artistic expressions of various cultures.

*Three hours per week, both semesters. Three credits each semester.*



4—CRITICAL ANALYSIS OF PHILOSOPHY AND RELIGION—Required at fourteenth grade level.

Readings from the Oriental, Hebrew and Christian religions and from the Greek, Mediaeval and Modern philosophers are selected for this final course. By a discussion of the readings in seminar fashion the student learns the techniques of evaluation, comparison and communication.

*Three hours per week, both semesters. Three credits each semester.*

## FOREIGN LANGUAGES

The purpose of the study of foreign languages at Shimer is to develop reading skill through intensive study of vocabularies, idioms and the essentials of grammar. Through diction and conversations based on readings the student enlarges her vocabulary for reading and for understanding the spoken language.

### *French*

1—BEGINNING FRENCH—Elective.

An introductory course for upper division students who have not previously studied French or who have not completed satisfactorily two years of high school French. Emphasis is placed on pronunciation, vocabulary building and simple grammatical structure as basic to progress in elementary reading.

*Four hours per week, both semesters. Four credits each semester.*

1x—BEGINNING FRENCH—Elective.

An introductory course for students in the lower division who have had no previous work in French. Emphasis is placed on pronunciation, vocabulary development, simple grammatical structure as basic to progress in elementary reading.

*Four hours per week, both semesters. Four credits each semester.*

2—INTERMEDIATE FRENCH—Elective.

Skill in the language is further developed through the reading of short stories, plays and history with continued study of grammar, vocabularies and idioms. Readings in this course are chosen from outstanding works in the literature of the language. Correlation of the culture of history and literature of the periods selected is emphasized. Prerequisite: French 1 or the equivalent.

*Three hours per week, both semesters. Three credits each semester.*



2x—INTERMEDIATE FRENCH—Elective.

A continuing emphasis is placed on skill in the language through careful reading of short stories, plays and history, with continued study of grammar, vocabularies and idioms. Prerequisite: French 1x or its equivalent.

*Four hours per week, both semesters.*

*Four credits each semester.*

German

1—BEGINNING GERMAN—Elective.

An introductory course for upper division students who have not previously studied German or who have not completed satisfactorily two years of high school German. Emphasis is placed on pronunciation, vocabulary building and simple grammatical structure as basic to progress in elementary reading.

*Four hours per week, both semesters.*

*Four credits each semester.*

1x—BEGINNING GERMAN—Elective.

An introductory course for students in the lower division who have had no previous work in German. Emphasis is placed on pronunciation, vocabulary development, simple grammatical structure as basic to progress in elementary reading.

*Four hours per week, both semesters.*

*Four credits each semester.*

2—INTERMEDIATE GERMAN—Elective.

Skill in the language is further developed through the reading of short stories, plays and history with continued study of grammar, vocabularies and idioms. Readings in this course are chosen from outstanding works in the literature of the language. Correlation of the culture of history and literature of the periods selected is emphasized. Prerequisite: German 1 or the equivalent.

*Three hours per week, both semesters.*

*Three credits each semester.*

2x—INTERMEDIATE GERMAN—Elective.

A continuing emphasis is placed on skill in the language through careful reading of short stories, plays and history, with continued study of grammar, vocabularies and idioms. Prerequisite: German 1x or its equivalent.

*Four hours per week, both semesters.*

*Four credits each semester.*



## Spanish

## 1—BEGINNING SPANISH—Elective.

An introductory course for upper division students who have not previously studied Spanish or who have not completed satisfactorily two years of high school Spanish. Emphasis is placed on pronunciation, vocabulary building and simple grammatical structure as basic to progress in elementary reading.

*Four hours per week, both semesters. Four credits each semester.*

## 1x—BEGINNING SPANISH—Elective.

An introductory course for students in the lower division who have had no previous work in Spanish. Emphasis is placed on pronunciation, vocabulary development, simple grammatical structure as basic to progress in elementary reading.

*Four hours per week, both semesters. Four credits each semester.*

## 2—INTERMEDIATE SPANISH—Elective.

Skill in the language is further developed through the reading of short stories, plays and history with continued study of grammar, vocabularies and idioms. Readings in this course are chosen from outstanding works in the literature of the language. Correlation of the culture of history and literature of the periods selected is emphasized. Prerequisite: Spanish 1 or the equivalent.

*Three hours per week, both semesters. Three credits each semester.*

## 2x—INTERMEDIATE SPANISH—Elective.

A continuing emphasis is placed on skill in the language through careful reading of short stories, plays and history, with continued study of grammar, vocabularies and idioms. Prerequisite: Spanish 1x or its equivalent.

*Four hours per week, both semesters. Four credits each semester.*

PANEL IV  
COMMUNICATIONS

All educational experience depends upon the ability of the student to read, write, listen and speak. Apart from this communication of thoughts and feelings there is little education that is possible.

Of even greater importance is the fact that data and events will remain useless information unless the individual is able to surround them with meaning which can be acquired only through communication with other individuals; authors, teachers, critics and fellow students. Since the dis-



criminating choice of values rests upon the critical ability to discern the meaning of facts or events it becomes a matter of utmost importance that each person be equipped with the skills necessary for the growth of meaning. Only through a study of words, (semantics) their usage, (grammar) and their effective use in sentences and paragraphs, (writing and speaking) can such skills be developed.

It is the aim of the Communications Panel to provide a series of experiences in reading, writing, listening and speaking which will make possible progressive achievement in these fields. Each student may be tested in these skills upon admission if request is made.

1—FUNCTIONAL GRAMMAR—Required at eleventh grade level.

Students are taught the fundamentals of grammatic usage, spelling, vocabulary, elementary writing, and speaking.

*Four hours per week, both semesters.      Four credits each semester.*

2—LANGUAGE SKILLS—Required at twelfth grade level.

Work at this level in communications is carried conjointly with humanities 2.

3—FUNCTIONAL WRITING AND SPEECH—Required at thirteenth grade level.

At this level of study, the student is acquainted with forms of writing and speech. Emphasis is placed upon originality of work and the acquisition of skill.

*Three hours per week, both semesters.      Three credits each semester.*

4—CREATIVE WRITING—Elective.

This advanced, elective course is for the student who is interested in continuing in the writing field. Class membership is limited to fifteen students and by the consent of the instructor.

*Three hours per week, both semesters.      Three credits each semester.*



## PANEL V

### PHYSICAL EDUCATION

The panel of physical education seeks to help the student become more efficient physically and to establish sound health habits. It also seeks to supply the student with the fundamental skills in recreational activities that will not only be satisfying during college years but also may be enjoyed in her after-college leisure time; to promote social development and create high ideals of team co-operation, and to provide adequate individual remedial and corrective activities as indicated by the medical examination.

#### *Requirements for All Students*

A minimum of three periods per week, or equivalent, is required of all lower division students, and two periods per week of all upper division students. No student is excused from physical education except on the written statement of a qualified physician. Students with doctors' excuses will have to take physical education theory.

#### *Activities*

The activities of the department, in keeping with the objectives stated above, may be grouped as follows:

1. Dancing

Training in rhythmic response; the development of skills in fundamental rhythms and of the basic and authentic steps, characteristic of the various forms of dancing; emphasis placed upon folk, old-time and accepted social dances.

2. Individual work

Corrective work for postural and nutritional conditions.

3. Swimming

Elementary, intermediate, and advanced swimming, and diving.

4. Sports

Archery, badminton, golf, horseback riding, tennis, table tennis, softball, basketball, volleyball, soccer, speed ball, and hockey.

5. Individual activities

Ice skating, skiing, tobogganing, hiking, and week-end trips.



Inter-class and interscholastic competitive athletics are sponsored by the athletic association in cooperation with the physical education department.

Upon entrance each student presents, on blanks furnished by the college, a medical examination and vaccination certificate from her own physician, and a record of her health history. The choice of an activity is determined by the findings of this examination.

The required uniform for all classes may be purchased in the college bookstore.

### *Equipment*

The equipment of the department consists of a beautiful gymnasium, a swimming pool, a hockey field, three tennis courts, a nine-hole golf course, and riding stables.

### *Glengarry Farm Stables*

Instruction in horseback riding is given at the Glengarry Farm Stables with facilities that are quite ideal. There are 240 acres of rolling countryside, numerous riding trails and a large riding ring, the scene of the annual horse show.

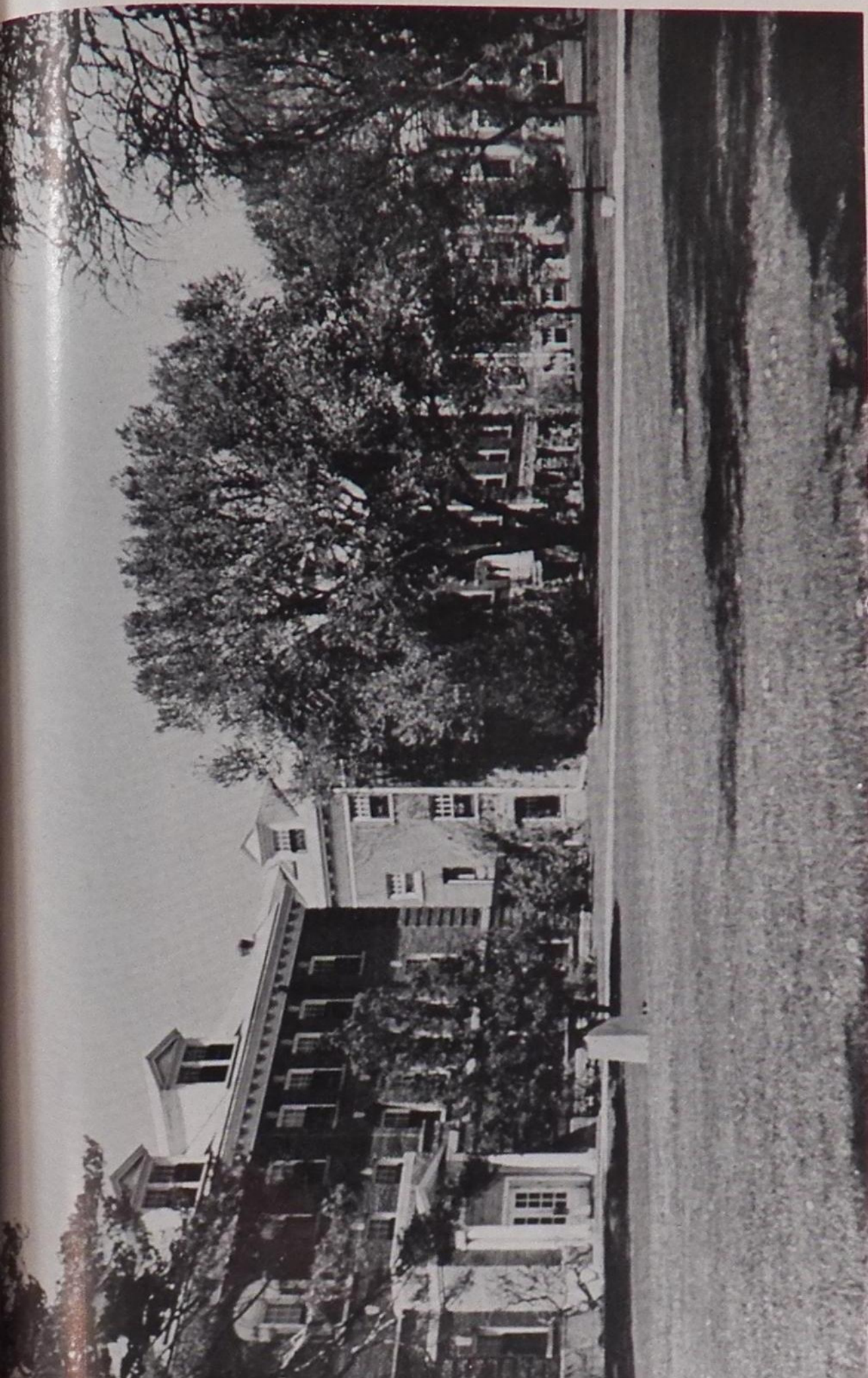
Mr. and Mrs. S. J. Campbell, owners of Argyll Stables, have generously extended the use of Glengarry Horse Farm and all its advantages to Frances Shimer. The main building, over 100 feet long, was designed in the colonial style to match the buildings of the campus. There are stalls for twenty-two horses and a large central exercise space. The building also contains an apartment for the trainer, the director's office, a beautiful lounge and rest room.

The Stables are operated as an institution entirely distinct from the college. The director is Miss Mildred Jaynes, who for thirteen years was director of physical education on the campus. All arrangements for courses are made with the director and all fees for riding are paid to her. Full credit in the physical education department is given for all instruction in equitation. Students are transported to and from the Farm in a station wagon.

The fees for riding are \$100 per semester. There is a <sup>10</sup>twenty per cent discount in the total riding fee for the year if the fee is paid in advance.

There is also a course in stable management given to advanced riding students. Upon satisfactory completion of this course a certificate is awarded which qualifies students to teach in summer camps.





MCKEE HALL AND WEST HALL





CAMPBELL LIBRARY



## PANEL VI

## THE FINE AND PRACTICAL ARTS

## THE FINE ARTS

The Fine Arts Panel includes the Graphic and Plastic Arts, Music and Drama. Courses are planned to develop a general understanding of these arts along with increasing performing skill, continuing and developing interests already aroused through participation in plays, glee clubs and art classes. In general education the arts should act as a refuge from the commonplace, an emotional and intellectual discipline, a vehicle for personality development and finally as an avocation.

In particular, the graphic and plastic arts serve to prepare the student to make significant, creative contributions to contemporary art and life, whether that contribution be in an art school, a home or a professional position. Such training, accompanying the regular academic work, challenges the student to an awareness of the insistent need for art in everyday life.

The music courses are designed to meet the general needs of the average student. Participation in recitals is encouraged as an aid to poise. Private lessons in applied music stress the building of repertoire and the development of technical proficiency. Choral and ensemble classes demand musicianship and afford the pleasure of group activity. Placement examinations will be required of all new applicants. A list of all previously studied compositions will be presented to the department at the time of registration.

The courses in drama are planned to develop poise in public and to foster the creative spirit through the medium of the theatre. Special festivals are given at Christmas and at Easter. The Dramatic Club stages two productions during the year. Not only in acting and stage management, but in design, costume, music and dancing, the student receives practice in relating her art to an artistic whole. All departments of the college co-operate in producing a play.

*Graphic and Plastic Arts*

The work in art is designed to provide opportunity for the discovery of the true meaning of creative art experiences and to furnish fundamental preparation for professional and non-specialized activity. Placement tests are given at the beginning of the year and students are enrolled in the courses that best meet their needs.

Art expression is emphasized in school activities. The Dickerson Art Gallery plays an important role in the life of the college. Students have



unlimited opportunity to study its permanent works of art. The Carnegie Art Set of 900 reproductions and 130 volumes on art and related subjects is housed in the gallery.

1—FUNDAMENTALS OF ART—Elective.

A general introductory study of art, designed to familiarize the beginning student with the various mediums of expression, to stimulate the imagination and to develop original ideas. Practical application of the basic principles of design, tone, color, and composition is stressed.

*Two 2-hour studio periods per week, both semesters.*

*Two credits each semester.*

2—ANATOMY AND COMPOSITION—Elective.

The emphasis in this course is upon good draftsmanship and structural drawing as it applies to the human figure and general composition. The arrangement of line, form and mass is analyzed thus affording the student general interest in and appreciation of art as well as building a sound background for future vocational study. Prerequisite: Art 1 or its equivalent.

*Two 2-hour studio periods per week, both semesters.*

*Two credits each semester.*

3—DESIGN AND COMMERCIAL ART—Elective.

The detailed study of design as it applies to all art forms affords valuable experience as a foundation for accurate selection of home furnishings and develops originality and individuality in expression. Advertising layout, general illustration, fashion design and lettering are stressed, thus providing foundational skills for commercial art. Prerequisite: Art 2 or its equivalent.

*Two 2-hour studio periods per week, both semesters.*

*Two credits each semester.*

4—PAINTING—Elective.

This course provides advanced study in painting. Oil, transparent watercolor and tempera are the mediums used. Attention is given to compositional theories, advanced color harmony, and the development of individual techniques in landscape, still life and portraiture. Prerequisite: Art 3 or its equivalent.

*Two 2-hour studio periods per week, both semesters.*

*Two credits each semester.*



### Theory of Music

#### 1—ELEMENTARY HARMONY—Elective.

Study of ear-training, dictation, sight-singing, and elementary harmony, and specifically the following: Introduction to principles of chord structure; intervals, primary and secondary triads, dominant seventh and ninth chords, secondary seventh chords, modulations to closely related keys; written exercises based upon figured basses and given melodies; analysis of hymn tunes and Bach chorales; emphasis upon the harmonization of original melodies; singing and playing of scales, intervals, and triads; performance of various keyboard patterns in all major and minor keys; practice in reading at sight, singing in correct pitch, and detecting difference in rhythmic patterns; ear training through dictation of increasing difficulty in rhythmic patterns, intervals, and melodies.

*Three hours per week, both semesters. Three credits each semester.*

### Piano

The courses in piano include all grades of material required for the most systematic technical and musical development and involve a special adaptation to the needs of each individual pupil. Particular attention is given to thoroughness in foundation work. Representative compositions are chosen throughout the course to develop the emotional and intellectual qualities in unison with the technical. Public student recitals are given at intervals during the year. Students may enter courses for which they are found qualified by an audition. Entering students should be prepared to perform one selection and present a list of repertoire previously studied. Material of the approximate grades listed will be selected to suit individual needs.

#### 1—ELEMENTARY I—Elective.

Piano fundamentals for students with no previous training include the following technique and repertoire: construction and performance of all fifteen major scales; major triads and their inversions; simple exercises of rhythmical problems suited to the students' individual needs; adult beginner methods; short pieces; sight-reading and ensemble experience.

*One 1/2-hour private lesson and a minimum of four hours practice per week, both semesters. One credit each semester.*

#### 2—ELEMENTARY II—Elective.

A course for students who are ready for second grade material includes the following technique and repertoire: Performance of all major and minor scales and arpeggios in rhythmical patterns; exercises to create



strength, independence and agility; easy Bach pieces; Sonatinas; short solos; sight reading and ensemble experience.

*One 1/2-hour private lesson and a minimum of four hours practice per week, both semesters.* *One credit each semester.*

### 3—INTERMEDIATE—Elective.

A course for students who have completed elementary requirements includes the following technique and repertoire; performance of all major and minor scales two, three, and four notes to a beat (M.M. at 100); major and minor arpeggios in rhythms (M.M. at 66); technical exercises at moderate difficulty, such as Heller, Hanon, Schmitt, and Czerny; Bach preludes, and dance forms; easy Sonatas (Mozart, Haydn); Waltzes and Preludes of Chopin; Songs Without Words of Mendelssohn; Children's Corner of Debussy; Compositions of Schumann, Grieg, MacDowell, Palmgren, and other easy moderns; sight-reading, ensemble and keyboard work.

*One 1-hour private lesson and a minimum of six hours practice per week, both semesters.* *Two credits each semester.*

### 4—ADVANCED—Elective.

A course for students who have completed Intermediate piano requirements includes the following technique and repertoire; major and minor scales in octaves, thirds, sixths, and tenths; tonic arpeggios, dominant and diminished seventh arpeggios in all positions; difficult technical exercises as needed; Two and Three-Part Inventions of Bach; French and English Suites of Bach; Easy Sonatas of Mozart, Haydn, and Beethoven; Nocturnes and Etudes of Chopin; Selections from the Classic, Romantic, Modern and Impressionistic schools; sight reading, ensemble and keyboard harmony; experience in hymn playing and accompanying.

*One 1-hour private lesson and a minimum of six hours practice per week, both semesters.* *Two credits each semester.*

### Organ

Lessons are offered on Hammond organ, and students are classified and credited exactly like those in piano. Materials include: *The Hammond organ*—Stainer-Hallet and *Studies in Pedal Phrasing*—Buck; sacred, classical and modern compositions included in such volumes as *At the Console*—Felton, *Chancel Echoes*—Felton, and *Album of Favorite Organ Solos*—Jorgenson; organ sonatas of Guilmant and Borowski; Bach chorales; experience in playing hymns, accompanying soloists and participating in piano-organ combinations; playing piano scores on the organ. Students are encouraged to experiment with various registrations and choose those they prefer.



## Voice

Vocal training is especially planned for students who wish to continue participation in glee clubs, ensemble and solo work, interest in which has already been aroused by previous training. Students are placed in one of the four following classes after an audition.

## 1—ELEMENTARY I—Elective.

A course for beginners in the lower division. Clippinger, vocal method; Concone, 50 vocalises; Vaccai, vocalises; elementary theory; easy songs.

*One 1/2-hour lesson per week and a minimum of four hours practice per week, both semesters.* *One credit each semester.*

## 2—ELEMENTARY II—Elective.

A course for students with some knowledge of singing and musicianship. Clippinger, vocal method; Concone, 50 vocalises; Vaccai, vocalises; and more advanced songs in Italian and English.

*One 1/2-hour lesson per week and a minimum of four hours practice per week, both semesters.* *One credit each semester.*

## 3—INTERMEDIATE—Elective.

A course for lower division students with previous training and some experience in performance. Clippinger, vocal method; Spicker, vocalises; Vaccai, vocalises, songs in Italian, French, German, and English.

*One 1/2-hour lesson per week and a minimum of four hours practice per week, both semesters.* *One credit each semester.*

## 4—ADVANCED—Elective.

A course for students with exceptional ability in voice and musicianship. Spicker, masterpieces of vocalization; Marchesi, vocalises and full repertoire.

*One 1/2-hour lesson per week and a minimum of four hours practice per week, both semesters.* *One credit each semester.*

## Chorus

This organization is open to all voice students. Other students interested in ensemble singing are eligible after voice and music knowledge tests. Frequent public appearances afford opportunity for musical expression. Special rehearsals are required prior to all public appearances. Regular meetings are held four hours per week.



### Chapel Singers

Nine singers are selected annually by the instructor to lead the music in chapel services, sing occasionally in churches, broadcast, and give concerts in neighboring towns. The group meets regularly two hours per week.

### Drama

The courses in Drama have been designed to let the student progress as swiftly as her ability and development will permit. She may test out of a course and go into an advanced course if she can meet certain requirements. She will not, however, be allowed to take work beyond her capacity, nor will she be able to change courses in the middle of a semester. At the beginning of each semester, she will be tested to see in which group she should be placed. This method will insure thorough fundamental training in all phases of theatre work, and will enable the student to enter a university or professional dramatic school without the handicap of inadequate training.

#### 1—VOICE AND PANTOMIME—Elective.

This course is designed for the student of acting who has had no formal training, and for the student who is found to be deficient in either the use of her voice or of her body. Thorough training in voice placement and in body control and coordination will be given. A pleasing voice and a graceful body is the goal. The student of ability may test out of this course at the end of the first semester and go into the acting course.

*Two hours per week, both semesters. Two credits each semester.*

#### 2a—BEGINNING ACTING—Elective.

In the first-semester course the student learns the stage and its demands. She learns how to project her voice and movements, and receives actual experience by playing a number of different roles. The material in this course emphasizes modern drama.

*Two hours per week, first semester. Two credits.*

#### 2b—INTERMEDIATE ACTING—Elective.

This is a continuation of 2a, but the emphasis will be on Miracle, Restoration and 18th Century Plays. Instead of taking this course during the second semester the student may test out into advanced acting if she has shown sufficient progress in 2a.

*One hour per week plus two hours laboratory work, second semester. Two credits.*



## 3—ADVANCED ACTING—Elective.

This course is designed for students of exceptional ability and progress. The stress is laid on Greek and Shakespearean plays. Each student is also required to give recitals and readings for various school entertainments.

*One hour per week plus one hour private lesson per week, both semesters.* *Two credits each semester.*

## THE PRACTICAL ARTS

## Typing

Training in typing is an asset to any student. It may serve as a very real part of a student's general education and for a few it may develop into a vocation.

## 1a—BEGINNING TYPEWRITING—Elective.

Beginning typewriting includes the mastery of the keyboard by touch, the care of the typewriter, drills and tests for accuracy and speed, tabulation and arrangement of material, personal letters and an introduction to business letters.

*Four hours per week, first semester.* *Two credits.*

## 1b—BEGINNING TYPEWRITING—Elective.

The second semester of beginning typewriting deals with personal and business typing. It consists of a study of business letters and of the most common business papers and their relation to actual business situations. Outlining and typing of term papers are also covered. Students are given an opportunity to further increase typing skill acquired in the first semester.

*Four hours per week, second semester.* *Two credits.*

## 2a—INTERMEDIATE TYPEWRITING—Elective.

Intermediate typewriting is designed to improve the typewriting technique and machine operations developed in the first year and to apply these to the typing of personal work, business letters and tabulated material. Speed and accuracy tests are given weekly.

*Four hours per week, first semester.* *Two credits.*

## 2b—ADVANCED TYPEWRITING—Elective.

Advanced typewriting is designed to increase typing accuracy and speed and to further improve typing techniques. Here the student cuts



master ditto copies and stencils and learns how to operate the ditto and mimeograph. Typing is done from rough drafts and various legal forms are typed.

*Four hours per week, second semester.*

*Two credits.*

### *Home Economics*

The program of Home Economics is planned to give the student general information about the various phases of homemaking. It helps the student with her personal problems of dress and good grooming in order that she may clothe herself and her family more attractively. It teaches the student the sound nutritional principles underlying the wise choice and preparation of foods in order that she may maintain good health for herself and others. It helps her to plan, manage, and furnish her home.

For the purpose of creating a curriculum in all phases of homemaking, the work is united into a block of four courses, each of which runs continuously throughout the year. These courses are planned with some idea of sequence but they may be taken interchangeably by a student at any level without regard to which of the courses she has had previously.

#### *1—GENERAL SURVEY OF HOMEMAKING—Elective for lower division.*

This course includes some information about many matters pertaining to a girl, her home and the family which she hopes to have some day. There is a unit on her own personal grooming and dress; one on how to buy—whether it is food, clothing or household articles; one on food and nutrition in which she learns what foods to eat for health and how to cook them; and other units on child care, clothing-construction, and home nursing. The students cook special foods, make garments, visit a kindergarten, homes and stores and are shown movies on special subjects. Each girl prepares a notebook illustrating all the various phases of homemaking and including a topic on a home in a foreign country.

*Four hours per week, both semesters.*

*Four credits each semester.*

#### *2—FOODS AND NUTRITION—Elective for upper division.*

This course includes a comprehensive study of each type of food, such as eggs, milk, cereals, meats, vegetables and fruits, and its value in the diet as well as in food preparation. In the beginning of the course the students prepare certain recipes illustrating the special characteristics of these foods. Later in the course they demonstrate what they have learned on menu planning, food preparation, table setting, and the duties of the hostess. Once a month the foods class bakes cakes for the birthday tables in the dining room.

*One class meeting and two 2-hour laboratory periods per week, both semesters.*

*Three credits each semester.*



### 3—TEXTILES AND CLOTHING—Elective for upper division.

Study of the problems of textiles and clothing directly affecting the consumer; study of fibers, materials, ready-to-wear garments, accessories, and house furnishings; special emphasis on suitability, serviceability, and care; a survey of the development of modern dress from historic costume; construction problems planned according to students' needs and abilities; study of the fundamental principles of line, design, and color, and the use and alteration of patterns which are necessary for the individual.

*One class meeting and two 2-hour laboratory periods per week, both semesters. Three credits each semester.*

### 4—MANAGING, FURNISHING AND DECORATING A HOME—Elective for upper division.

This course teaches the student the principles underlying the making and managing of a home for the welfare of all its members. The student learns how to choose the site for a home and the materials that are used in building a house. She learns how to finance the building, buying and operating of a house. She is given the opportunity of studying different types of equipment and furnishings in order to compare them as to the quality, advantages and disadvantages of the various makes. She learns how to apply the principles of art, color, form, proportion, and texture in creating an attractive home. Each student prepares a scrapbook in which she illustrates her dream home and completely "furnishes" it. The class periods are devoted to discussion, visits to child groups for study, visits to homes, field trips, movies depicting special aspects of home craft and lectures by specialists in the field of home care.

*Three hours per week, both semesters. Three credits each semester.*



## STUDENT LIFE

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### RELIGIOUS

For the student at Frances Shimer College, religion is more than Bible courses and chapel services. It is an attitude of life which permeates the entire curriculum and which has as its goal the discovery of permanent, sustaining and satisfying values. The curriculum is so organized that it aids the student in making a religious adjustment to the realities of life and provides a foundation for a religious commitment. Religious literature and thought are taught as a part of our cultural heritage. One chapel service a week is devoted to the unification of the student's religious experiences and the development of a worshipful attitude.

The purposes of the Young Women's Christian Association are to create and sustain a spirit of friendship on campus, to discover the true values of life and relate them to living, to grow in an understanding of God through Jesus, to become co-workers with God in building a better world, and to extend the friendship beyond campus to include fellowship with peoples of all nations, races, and creeds.

### SOCIAL

The educational aims subscribed to by the college include recognition of the idea that the whole life of the student is a unit. Under these circumstances the extra-curricular activities become second in importance only to the program of the curriculum. Social training is a part of college education. Both residential house life and student organizations and activities offer valuable training in social co-operation and in creative use of leisure.

The social atmosphere of the college is wholesomely democratic. Every student is expected to use and develop for the whole group whatever social gifts she may possess. Appropriate dress, a pleasing manner, poise, graciousness, ability to appear at ease before an audience, are as much a part of the Shimer social ideal as are scholastic attainments.

With the assistance of class counselors the students give class parties, dances, bazaars, teas, lawn fetes, concerts, and plays; they plan menus, arrange decorations, devise costumes and stage properties. A series of formal dinners sponsored by student organizations provides opportunity for each group to entertain the student body and faculty, and to introduce visitors and speakers. Three formal dances and two informal dances are given during the year. The college sponsors a program of week-end



activities providing entertainment and social occasions throughout the academic year.

While students reside in halls according to their age and academic class, at table they often sit with members of other classes and with faculty members. Table groups are disbanded and redistributed, so that each Shimer student, in the course of the school year, forms a maximum number of pleasant social acquaintances with students and faculty members outside her immediate residential group.

Each residence hall provides social rooms and parlors in which the social life of the house group can be developed and can include the proper entertainment of guests. Thus every aspect of mature social life is reflected within the college community, and every student is enabled to share in the social experiences common to educated people.

## CULTURAL

The college sponsors a program of concerts, lectures, recitals, and conferences throughout the academic year. These occasions bring to the college and the community leaders in education, the arts, religion, and public life. Formal presentations in Metcalf Hall or the auditorium of the gymnasium are followed by smaller informal group discussions in the student lounge of West Hall or in other college rooms.

Frances Shimer is close to the larger cultural resources of Chicago. College-sponsored trips, under faculty supervision, enable students to visit Chicago's museums, see current plays, attend concerts by the Symphony Orchestra, or be present at events of interest to a specific group.

Frances Shimer has for many years, however, prided itself upon the creative activity within the college denoting the cultural resourcefulness of its students. It has consistently encouraged the creative instinct in whatever direction the students choose to turn; the theater, music, painting and drawing, and creative writing have been liberally encouraged by the college administration, which in turn has been rewarded by the unusual quality of the students' response.

## RECREATION AND PHYSICAL WELFARE

Few institutions are equipped to offer so complete a recreational program as Frances Shimer. In addition to the cultural resources for recreation already mentioned, the college maintains physical education equipment which is both modern and ideal.

The gymnasium houses a full-sized playing floor with a standard basketball court adaptable to a variety of other indoor games such as volleyball, indoor baseball and badminton. It is used also by dancing class



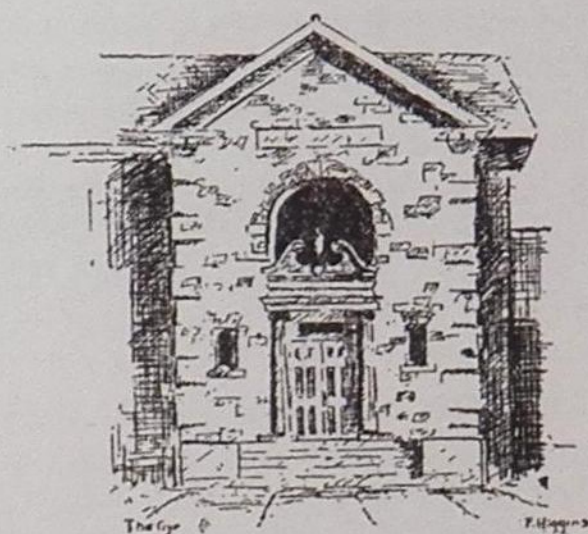
and for large dances. It provides, in addition, the tile swimming pool, showers, drying, locker and dressing rooms.

A nine-hole golf course, the private property of the college, adjoins the south end of the quadrangle. A playing field provides space for hockey and baseball. Three excellent concrete tennis courts were constructed in 1943.

Ideal facilities for riding are provided exclusively for Frances Shimer students at Glengarry Farm Stables, located two miles west of the school. There are ten miles of wooded trails and many miles of lovely country roads.

Campus conditions have been designed to safeguard the health of students. All students have physical examinations on entering; records of weight, posture, and other physical data are kept, and the work in physical education is planned for the individual student on the basis of these records.

Two resident nurses in charge of the infirmary carry on an educational program in the maintenance of good health. They are on duty at all times and are available to students day and night. When the attentions of a physician are necessary, appointments are made by the head nurse and the student assumes the expense.





## STUDENT ORGANIZATIONS

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### STUDENT GOVERNING BODIES

#### *Student-Faculty Council*

Students are governed by the Student-Faculty Council, a body of five students and two faculty members elected by the students, and the four students who are presidents of the Hall Councils. The Dean of Students is a member *ex officio* of the Council.

The group acts as a forum for debate of questions of policy and conduct of student affairs. Action taken by it is final in all student matters except those referred to the President's Committee.

#### *Hall Councils*

Each residence hall is governed by a Hall Council of five members, elected by the residents of the Hall. The Hall Counselors are members *ex officio* of their respective Councils. The Councils enforce the decisions of the Student-Faculty Council and provide any further regulation desired in their respective Halls.

### HONORARY ORGANIZATIONS

#### *Phi Theta Kappa*

The Beta Sigma chapter of Phi Theta Kappa, national junior college scholastic honorary society, was installed at Frances Shimer College in 1932. Membership in the society is limited to the ten per cent of the student body of the upper division ranking highest in scholarship.

#### *Delta Psi Omega*

Delta Psi Omega, national honorary dramatic society, upholds high standards in scholastic and dramatic endeavor by initiating into its membership only those students who have done outstanding and efficient work in playwriting, acting, or production. Through their connection with other chapters of the national society, club members are encouraged toward greater effort and toward the production of higher types of plays at Frances Shimer.



## YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Y. W. C. A. encourages social life among the students, takes charge of vespers and chapel services occasionally, and seeks in various ways to stimulate religious interest and interest in philanthropic work. The organization sends delegates to the Y. W. C. A. conferences and otherwise endeavors to widen the scope of its interests in accordance with the Y. W. C. A. program.

## SPECIAL INTEREST ORGANIZATIONS

### *Art Club*

The Art Club is open to students in Art History, Fine Arts and Graphic Arts, and to a limited number of students interested in art but not enrolled in art courses. The organization cooperates with the Commission of the Dickerson Art Gallery in procuring and arranging exhibits and in stimulating interest in the aims and activities of the gallery. Study of contemporary art, visits to art collections, and trips to studios and art centers are included in the program of the Club.

The Club also seeks to develop skills and give resources that will enable the student to make worthy and happy use of leisure. Equipment maintained in the studio provides opportunity to pursue a worthwhile craft or hobby.

### *Athletic Association*

The Athletic Association, working in close cooperation with the Physical Education Department, seeks to arouse greater interest in physical education, to stress the enjoyment of sports and athletics, and to develop sportsmanship. The Association sponsors the inter-class hockey game; a class basketball tournament; the basketball banquet; a bob-ride; five- and ten-mile hikes; the May Fete; golf and tennis tournaments, and swimming meets.

### *Camera Club*

The Camera Club affords a means of self-expression, as well as entertainment, for interested students. Both the technical and artistic phases of photography are studied and many members develop and print their own pictures in the school dark-room. Various contests are held throughout the year to obtain prints for the annual exhibit in the spring.



*Green Curtain Dramatic Club*

The Green Curtain Dramatic Club, open to all students, holds try-outs early in the fall under the supervision of the dramatic director. The club presents two major productions during the year, and its members also appear in the casts of the Christmas and Easter festivals. Sponsoring special trips to Chicago and other nearby cities to visit the theatres and art centers, the Club seeks to promote appreciation of the best in drama and to offer an outlet for expression in the creative arts of the theatre.

*International Relations Club*

The International Relations Club, open to all students of the college, aims at the development of an understanding of international affairs and an appreciation of the customs, achievements, and aspirations of the various peoples of the world. Its activities include regular monthly meetings, the operation of an international news bulletin board, the sponsorship of guest speakers, and attendance at international relations conferences held at other colleges.

*Pro Musica*

Pro Musica Club, composed of a limited number of talented music students, meets monthly for a concert given by members, followed by a business meeting and social hour. The organization acts as host to visiting musicians and seeks to foster the love of good music. Membership is by try-out under the supervision of the music faculty.

*Boots and Saddle Club*

Boots and Saddle Club is organized for students interested in better equitation. The Club holds monthly meetings for study of types of saddle horses and nationally known horses of the show ring. In addition to sleigh rides and hayrack parties, the Club sponsors a trip to the International Livestock Exposition in Chicago, the annual spring horse show and many interesting trail rides.



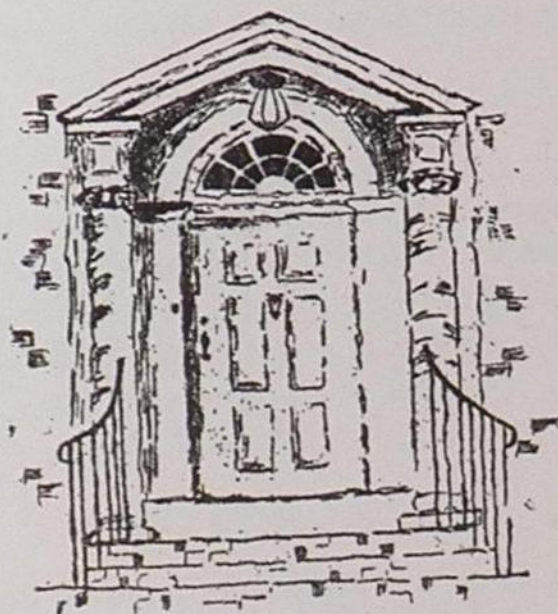
### *Student Publications*

The *Record* is the student annual. There is also a mimeographed newspaper published several times each year.

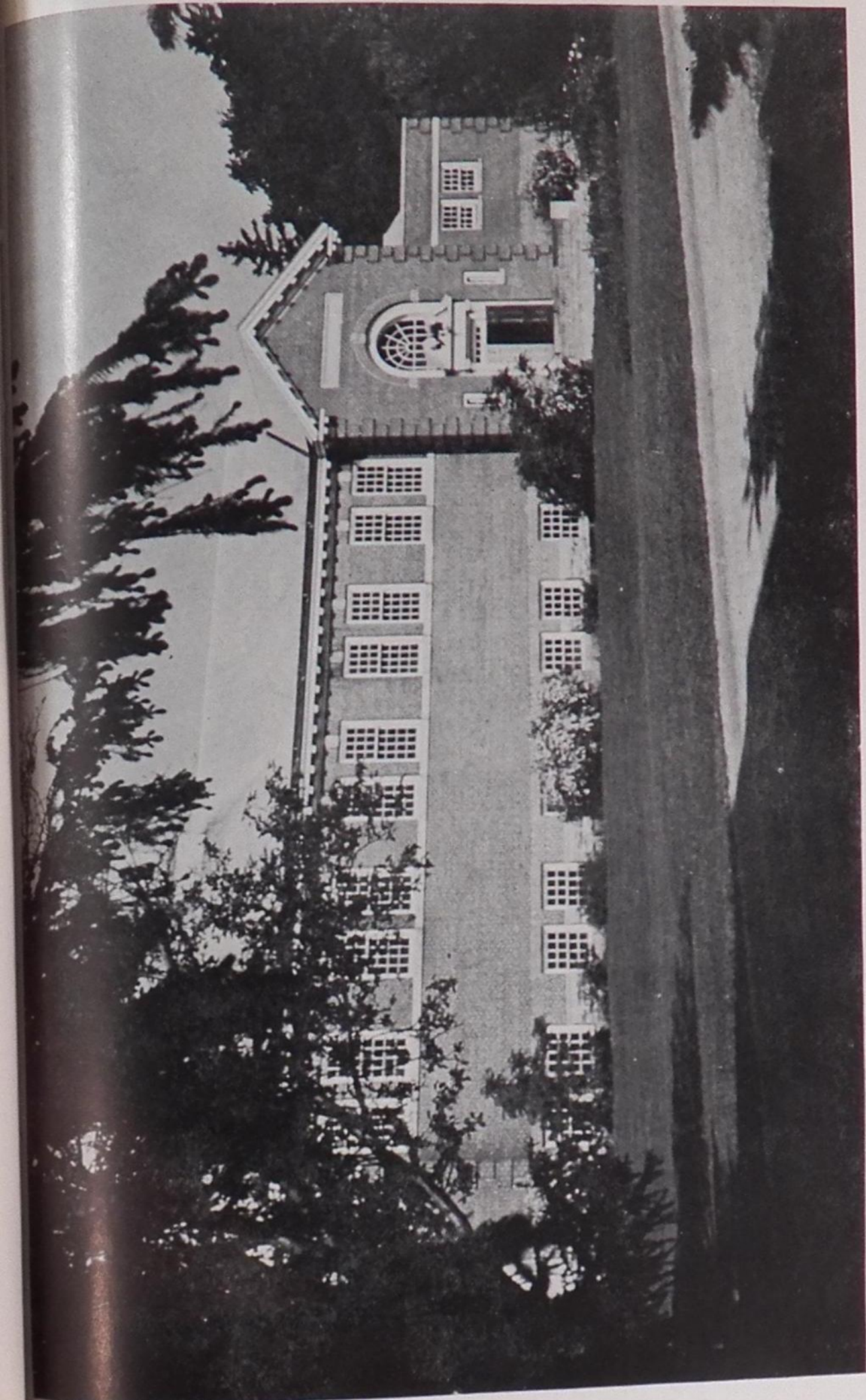
The management of these publications is in the hands of students with faculty advisors.

### *Home Economics Club*

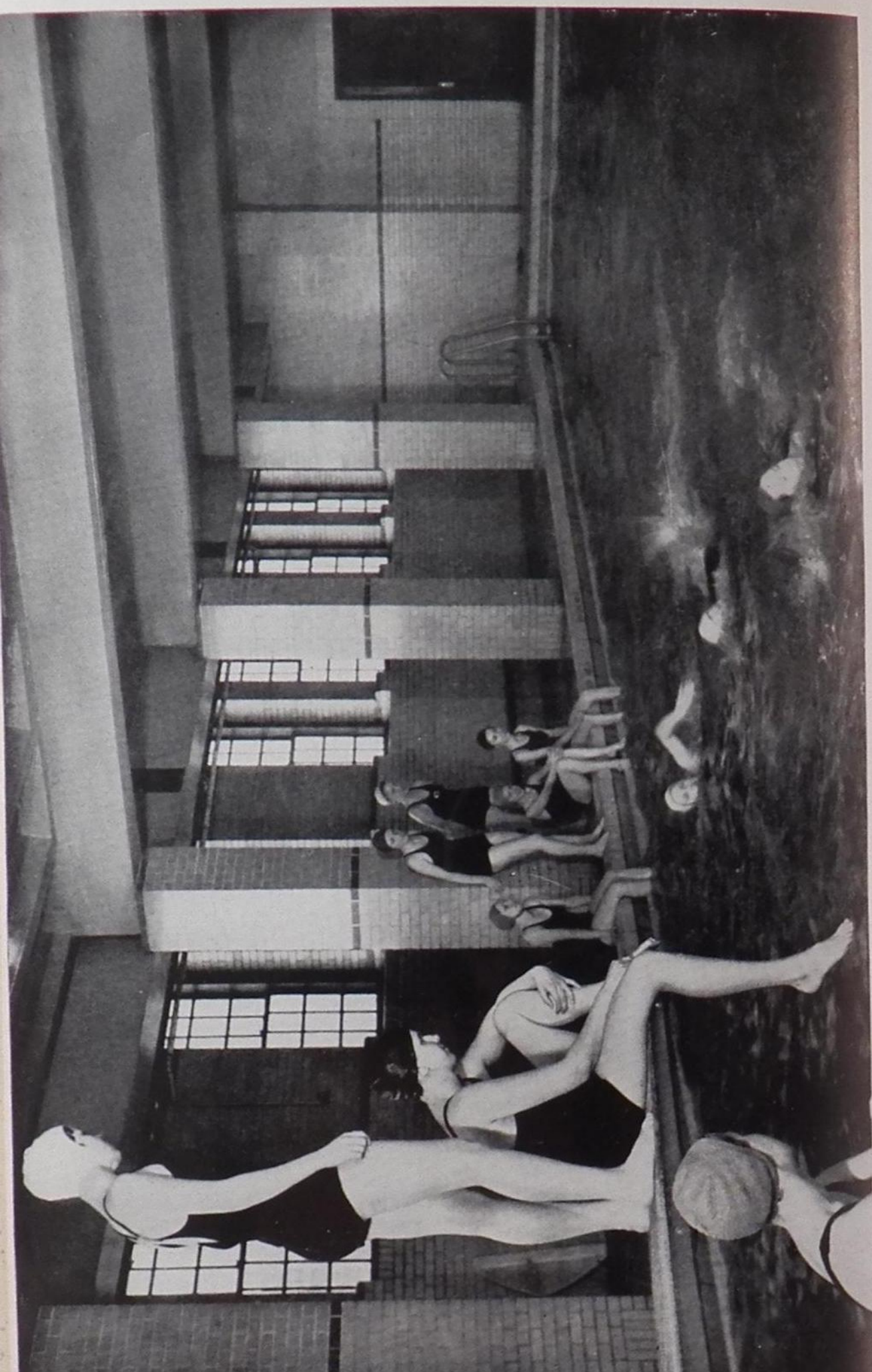
The Department of Home Economics sponsors a club called the "Sarah Hostetter Home Economics Club." It is affiliated with both state and national Home Economics Associations. The club sends delegates to the state conventions in the fall and to the National Province meeting in Chicago in February. Membership is restricted to those who take one or more courses in Home Economics. The club sponsors one outside speaker each year and participates in one trip to some point of special interest to a homemaking group.











SWIMMING POOL



## STUDENT REGULATIONS

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*Residence halls*—Students from out of town are required in all cases, unless residing with near relatives, to occupy rooms in the residence halls. Students living on the campus avoid many distractions, come into close contact with the life of the college, and are more likely to regard the school work as the one thing demanding their best efforts. They are led to cultivate a healthy spirit of self-reliance. Not infrequently the best and most lasting results of school life are derived from its associations.

Students are required to care for their own rooms. On days when classes are in session the rooms must be clean and in order by nine o'clock. Students whose housekeeping habits are unsatisfactory may be asked to employ the hall assistant to render additional help and instruction.

As a precaution against fire, the use of matches, candles and electrical devices is prohibited in students' rooms. Electric plate and irons are provided at convenient places.

Rooms are furnished with single beds (3 feet x 6 feet 3 inches), pillows (20 inches wide), chairs, study tables, chest of drawers, and window shades. The windows are six feet six inches by four feet; the tops of the chest of drawers 38 x 19 inches. Students furnish rugs (two feet by six is a convenient size), bedding including a mattress pad, curtains, towels, cup, fork, and spoon (for use at spreads and picnics). It is also recommended that they provide themselves with a hot-water bottle, and heavy walking shoes.

*Laundry*—Clothing which is to be sent to the college laundry should be plain and should be marked by means of name tapes bearing the full name, not the initials only. These may be ordered through the business office at any time and the cost charged to the student's bookstore account. White laundry bags should be used.

*Absences*—Students are expected to attend all classes and such school exercises which may be "required." Parents are requested not to ask that their daughters be excused before the work is entirely completed at vacations. The full work continues to the hour of closing, and full work begins at the hour of opening after winter and spring vacations.

Under no conditions may a student leave town without first obtaining permission from the Dean of Students. Such a permission is only given



when the absence has been previously authorized by the parents directly to the Dean of Students. Two week-end absences per semester are allowed. A request written directly to the Dean by the parents must precede any week-end permission.

*Guests*—Parents who come to inspect the college, or who bring their daughters, are particularly welcome. A moderate charge is made for meals. When notified in advance, arrangements will be made for the entertainment of friends of students in the village for not more than three days at one time. *Students are not excused from any regular school duty because of guests.*

*Telephones*—Two pay telephones, one in West Hall and one in Hathaway Hall, are provided for the use of students. It is requested that calls to students be made, whenever possible, during recreation hours. Students will not be called from classes or other academic appointments to answer the telephone. Communications by telegraph are subject to the approval of the Dean of Students.

*Express and telegrams*—All express and telegrams should be sent in care of the college and should be prepaid to avoid delay.

*Special Permissions*—Special requests for permissions of any kind should come from the parent directly to the Dean of Students, not through the student. Until written request has been made to the Dean and direct answer has been received, parents should not consent to students' requests which involve suspension of college regulations.

*Secret Societies*—All secret societies are forbidden.

A complete statement regarding student regulations can be found in "Student Handbook" prepared by the Student-Faculty Council. Each student is provided with a handbook.



## LOCATION AND EQUIPMENT

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Mount Carroll, a town of 2,000 people, situated in northwestern Illinois, ten miles from the Mississippi river, is attractively located among picturesque hills. The neighborhood is justly celebrated for its beauty and healthfulness. The canyons formed by the erosion of the Waukarusa River are the scene of many picnics and outings and the objective of many hikes and camping expeditions. Mount Carroll is the county seat of Carroll County and is exclusively a place of residence. The absence of mines, factories, or great industrial enterprises makes the community an ideal one for an educational institution of this type.

Mount Carroll is on the Omaha Division of the Chicago, Milwaukee, St. Paul & Pacific Railway, one hundred and twenty-eight miles west of Chicago. It is accessible, also, by automobile over Federal Highway 52 and State Highways 64, 72, 78 and 88, by which excellent connections over paved roads are made with the Lincoln Highway and other great thoroughfares. Paved highways lead to urban centers in five different directions.

Frances Shimer College has the advantage of over ninety-five years of history, experience, and traditions; yet its equipment is entirely modern, having been rebuilt and enlarged since 1903. The plant consists of twelve main buildings, solidly constructed of brick and stone, heated by steam from a central plant. The architecture is colonial. Each building was erected and equipped for the purpose it serves in the educational program of the institution. Adequate fire protection is provided by stand-pipes with hose connections on each floor and by fire escapes on every large building where students reside.

### DEARBORN HALL

(1903)

This building for instrumental and vocal music is named for Mrs. Isabel Dearborn Hazzen, head of the Department of Music for more than twenty years. It contains large, attractively furnished teaching studios and eighteen well-lighted and ventilated practice rooms.

### HATHAWAY HALL

(1905)

Hathaway Hall was named for Mrs. Mary L. Hathaway Corbett, '69, a sister of Mrs. Hattie N. LePelley, a former trustee, who gave liberally



toward the erection and furnishing of the building. The campus grill is on the ground floor. Through the generosity of Miss Zella Corbett, the lounge on the first floor was refurnished in 1939 in memory of her sister, Miss Bertha Corbett, '16. This dormitory provides space for thirty-eight students and two staff members.

### WEST HALL

(1906)

West Hall is a well-equipped home for forty-nine students and two staff members. On the ground floor is a large, homelike common room, with fireplace, that is a favorite gathering place for all students. A faculty social room is also on the ground floor. In 1945 an entrance was constructed between West Hall and McKee Hall, for the post office and book store.

### METCALF HALL

(1907)

The building is named in honor of Mrs. Sarah Metcalf, a life-long friend of the school, whose son, Dr. Henry S. Metcalf, was long president of the Board of Trustees. Andrew Carnegie contributed \$10,000 toward the erection of this building. Metcalf Hall contains the offices of administration, class rooms, and the auditorium. In the auditorium is a new Hammond organ contributed in 1946 by Mrs. Annabel Culver Joy as a memorial to Dr. Raymond Culver, third president of the college.

### POWER PLANT AND LAUNDRY

(1911)

### INFIRMARY

(1913)

This building affords excellent equipment for the care of students in case of illness. It contains a nurse's business office, two completely equipped, well-lighted and ventilated wards with a capacity of ten beds, bathrooms, two private rooms, and a kitchenette. A nurse is in constant residence.

### SCIENCE HALL

(1914)

This provides all of the facilities for the work in science. The first floor contains modern laboratories for the work in home economics. On the second floor are the physics, chemistry, and biology laboratories, and a class room for mathematics.



### McKEE HALL (1922)

McKee Hall was built by funds contributed by the Baptist Board of Education. The ground floor contains the central dining room which was entirely reconditioned and refurnished in 1938 through the generosity of Mr. and Mrs. W. E. Goodman of Chicago. The other floors have a kitchenette, ample bathrooms, and rooms for fifty-eight students and two staff members. This building is named for William Parker McKee in honor of his completion of twenty-five years of service as President. The college kitchen, which adjoins McKee Hall, was completely rebuilt in 1946.

### CAMPBELL LIBRARY (1925)

The library was erected by funds furnished in part by Mr. George D. Campbell and Mr. S. J. Campbell of the Board of Trustees, and by Miss Jessie M. Campbell, '07. The college is also indebted to Senator William McKinley for a gift of \$5,000 for this building. It is named in honor of Mr. and Mrs. Robert Campbell, long friends of the institution.

In 1937 the Carnegie Corporation of New York made a grant of \$1,500 for the general reading collection of the library, purchases being made over a three-year period. The equipment of the main reading room, occupying the entire first floor, was increased in 1939 and 1940 by the gifts of Mr. and Mrs. S. J. Campbell.

In the south room on the second floor is the Heinze Music Room, which contains the Carnegie Music set received in December, 1940. This set now is a collection of over 1,000 records of fine music and a specially designed Lyon and Healy phonograph. The records are fully indexed and filed in the listening room where they are available for student and faculty use. The center room on the second floor houses the Carnegie Art set which was received in 1941. This set includes 130 volumes on art and related subjects and 900 classified reproductions. The north room is used for art exhibits.

Open shelves in the main reading room and basement stacks care for the present collection of approximately 14,000 volumes, files of magazines, pamphlets, government documents, and bulletins. The entire collection is well cataloged. Through the services of the librarian and faculty, the resources of the library are strengthened and utilized to serve all phases of the college program.

The Hazzen Memorial Collection consisting of over 1,000 volumes was contributed by Mrs. Isabel Dearborn Hazzen from the library of her husband, Henry Wilmarth Hazzen, long a teacher in the college. The Hazzen Endowment provides for the development of the collection. Another valuable addition of books received during 1925 was the collection given by Mrs. Winona Branch Sawyer, '71, of Lincoln, Nebraska. In 1937 Miss Jessie M. Campbell presented one hundred selected volumes from her library.



## SAWYER HOUSE

(1926)

Sawyer House, a commodious home for the president, was the gift of Mrs. Winona Branch Sawyer, '71. It is built in the colonial style of architecture in harmony with the other buildings of the campus.

## GYMNASIUM

(1929)

The building contains on the first floor a tile-lined swimming pool, 25x60 feet, and showers, dressing rooms, drying-room, lockers, and modern facilities for the refiltration and purification of the water in the pool.

On the upper floor is the gymnasium floor, the office of the Director of Physical Education, examination rooms, equipment and cloak rooms, with additional showers, dressing rooms, and lockers. The main room, 52x87 feet, gives ample space for all indoor games and all types of gymnastic work. At the south end of the room is an elevated stage with curtain, cyclorama setting, and a well-appointed, modern system of lighting for the work of the Department of Speech and Drama.

## BENNETT HALL

(1937)

In 1937 College Hall, which was built in 1909, was entirely reconditioned and refurnished through the generous gift of the children of Myrtie Stevens Bennett, '80, for whom the new dormitory has been named. The first floor contains two reception rooms, three suites accommodating four students each, a student's kitchenette, and the hall counselor's apartment. In 1945 the fourth floor was entirely remodelled to provide space for additional students; this dormitory now accommodates sixty-five students and two staff members.

## RINEWALT HOUSE

(1944)

This home was purchased to provide apartments for two families.

## HOFFMAN HOUSE

(1946)

This residence, outside the main north gate of the college, was purchased and remodelled to provide two apartments for faculty families.

## ASHBY HOUSE

(1947)

This residence was purchased and remodelled into three apartments for faculty families.



## EXPENSES

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### COLLEGE FEES

<i>Tuition, board and room for the scholastic year.....</i>	<i>\$1,150.00</i>
<i>Tuition for day students for the scholastic year.....</i>	<i>400.00</i>

The fee of \$1,150.00 includes the charge for academic instruction, board, room and laundry (up to seventy-five cents per week). It also covers special class work and private lessons in any one of the following courses: piano, organ, voice or speech. It includes the use of the golf course, tennis courts and swimming pool. In addition, the facilities of the college infirmary are available at no charge to resident students. This includes the services of the nurse, and common remedies appropriately dispensed by a nurse without a physician's prescription, the dressing and treatment of infections, bruises and wounds, and infirmary service in case of illness. Fees of physicians called in for diagnosis and treatment are paid by the student. Cost of X-rays, ambulance charges and expenses of trips to hospitals or to consult out-of-town physicians are also paid by the student.

Normally a dormitory room accommodates two students. Single room, when available, may be assigned upon request. A charge of thirty dollars per semester is made for single rooms or suite rooms except for certain rooms in West Hall and Bennett Hall. Double rooms may not be held as single rooms.

There are no special fees for regularly elected courses described in the catalog or for many other services provided by the college. However, if a student elects to receive private instruction in more than one course, a fee of \$100.00 per school year will be charged for each additional private instruction course. Private instruction is offered in piano, organ, voice and speech.

All club and class dues, admissions to lectures, recitals, athletic events, dramatic productions and special events held on the campus, student publications, year book, diploma fees, etc. are included in one activity fee of \$35.00 per year for resident students, and \$15.00 for the limited amount of activity available for day students.

The fee for riding is not included in the above fees. It should be paid to the director of Glengarry Farm Stables. This fee is \$100.00 per semester or \$180.00 for the school year if paid in advance.

When mid-semester tests are taken before or after the time scheduled, a special fee of \$5.00 is charged for each test; the special fee for a final examination is \$10.00.



## TERMS OF PAYMENT

*Resident Students.* In order that dormitory space may be reserved for a student, a deposit of \$20.00 is required upon application for admission. This deposit is refunded if a student is denied admission or withdraws before July 1 prior to the opening of the school term in September. If application is made after July 1, refund will be made only in the event of refusal of admission.

The \$20.00 deposit is not applied against tuition payments but is held as a breakage and damage deposit until the end of the school year, at which time a refund will be made in the amount of the deposit less any unpaid charges.

*Tuition and fees are due as follows:*

Due on or before September 1, 1949: For the first semester—

Tuition, board and room.....	\$700.00
Activity fee .....	25.00

Total due September 1, 1949.....\$725.00

Due on or before January 1, 1950: For the second semester—

Tuition, board and room.....	\$450.00
Activity fee .....	10.00

Total due January 1, 1950.....\$460.00

For students entering the second semester the fee is \$600.00 plus \$17.50 activity fee, payable upon registration.

*Day Students. Tuition and fees are due as follows:*

Due on or before September 1, 1949: For the first semester—

Tuition .....	\$200.00
Activity fee .....	7.50
	<hr/>
	\$207.50

Due on or before January 1, 1950: For the second semester—

Tuition .....	\$200.00
Activity fee .....	7.50
	<hr/>
	\$207.50



This includes academic instruction and items covered by activity fee. Special services such as laundry and infirmary are not covered. One course with private instruction may be taken without additional charge.

*Non-payment of accounts.* All fees are payable on or before the due dates specified. No reports, statements of scholastic standing, transcripts or diplomas will be issued until all accounts of whatever character have been settled in full.

*Installment accounts.* If financial circumstances require that tuition accounts be paid in installments, definite arrangements must be made with the business office before the due date of such tuition.

### MISCELLANEOUS EXPENSES

The college bookstore stocks a supply of all books, supplies, and stationery, and in addition keeps for sale toilet goods and articles commonly required by students. Students may pay cash or maintain a charge account. Periodically a statement will be sent to parents covering bookstore charges, telephone tolls, telegrams, guest charges, excess laundry, etc. and is due on presentation. The store has for sale a well arranged account book with perforated monthly expense summaries which may be detached and sent to parents. It is recommended that parents require the keeping of such an account and by this means encourage accurate justification of all expenditures.

Extravagance in the use of money is discouraged. Parents are urged to give their daughters a reasonable monthly allowance. Banking facilities are furnished by the business office for the benefit of student depositors.

### REFUNDS FOR WITHDRAWAL

All services and facilities are necessarily arranged on the basis of a full scholastic year. Therefore no refund in any amount will be granted to students who withdraw voluntarily or upon request of the administration.

It is the practice, however, to make some concession when illness, as certified in advance of withdrawal by a physician's written statement, requires a student to leave school for the remaining portion of a semester. No refund, however, will be made for withdrawal on or after December 1 in the first semester or during the last six weeks of the second semester.



Written notice of intention to withdraw at the end of the first semester must be filed with the dean of the college and the business office before January 1, 1950. The second semester fee is due and payable on that date. Fixed charges of operation for the full scholastic year demand careful attention to this regulation.

### STUDENT SERVICE

To recognize and reward high scholastic and personal achievement and to give assistance to worthy students who otherwise could not attend college, the trustees have set aside a limited portion of the institution's annual income to be used for this purpose.

Various opportunities for student service are available. The most remunerative and least time-consuming are those involving table service in the dining room and in the grill. Students are also employed in the library, infirmary, in the physical education department and for general clerical work in various departments and in the administrative offices. An employment application form will be sent on request.

### REMISSIONS

Remission of fees for full-time resident students will be granted as follows:

Any student whose parent is actively engaged as a minister or an educator will be granted a reduction of \$100 a year.

For the purpose of assisting worthy students, a reduction of \$100 a year is offered to a student whose father is not living and whose mother is dependent upon herself for support.

Application blanks will be furnished on request.



## ENDOWED SCHOLARSHIP FUNDS

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### *Hattie Hathaway Scholarship*

In 1918 the will of Mrs. Hattie Hathaway LePelley, of Freeport, Illinois, for many years a trustee of the college, provided "\$10,000 for a Hattie Hathaway Scholarship." The present value of this fund is \$11,167.34. The estimated annual income from this fund is \$400.00.

### *Dearborn-Anne McKnight Scholarship*

This endowed scholarship was established in 1943 by a gift from Mr. and Mrs. W. A. McKnight, of Aurora. The principal of the fund is \$4,500.00. It provides an annual scholarship of \$200 to a student in vocal music adjudged to show the greatest promise.

### *Student Aid Funds*

In 1945 Mr. J. H. Miles deposited with the college the sum of \$2000 in U. S. Government Bonds, representing the principal of a student aid fund that was administered by Mrs. Miles for many years as a means of helping students to attend the college. The present value of the fund is \$2,364.64 and the estimated annual income is \$99.00.

### *Mary Jane Board Scholarship*

This endowed scholarship was provided in 1945 under the will of Gertrude D. Board in memory of her mother. It was a bequest of \$1500 "to establish a scholarship, which shall be known as the Mary Jane Board Scholarship." The present value of the fund is \$1,641.18. The approximate annual income is \$70.00.

### *Retta Tomlinson Scholarship*

In 1945 Miss Lillian M. Tomlinson established this scholarship in memory of her sister. The will specified "the sum of \$2000 to be invested and called the Retta Tomlinson Scholarship. The income from said fund shall be used for worthy students who have received their preliminary education in the city of Mount Carroll, Illinois." The present value of the fund is \$2,188.24. The income available each year is approximately \$90.00.



## SPECIAL ENDOWMENT FUNDS

*Lectureship Fund*

In 1914 Mrs. Susan E. Rosenberger and husband, Jesse L. Rosenberger, of Chicago, endowed the "Susan C. Colver Lectures" in memory of Mrs. Rosenberger's mother. Each year a special lecture is provided by the income from this fund. For the academic year 1948-49 this lecture was given by J. Coert Rylarsdam. The present value of the fund is \$1,116.73. The approximate annual income is \$47.00.

*The Dickerson Art Gallery Fund*

In 1930 J. Spencer Dickerson, a former trustee, bequeathed a sum of \$1,000 to be used "in such manner and for such purposes as the Board of Trustees thereof may from time to time determine." The Board of Trustees later designated this gift as an endowed fund, the income to be used for the Dickerson Art Gallery. The value of the fund is now \$1,116.73, and the approximate annual income is \$47.00.

The expenditure of this income is administered by the Dickerson Art Commission. This commission for 1948-49 is composed of the following members: Blendon Kneale, Chairman; A. Beth Hostetter; Ileen B. Campbell; Augusta Stenquist; Elizabeth Moeller; Anne Grarup; Dorothy Marshall.

*Dr. George R. Moore Memorial Fund*

In 1945 Dr. Blanche Moore Haines, of Three Rivers, Michigan, bequeathed \$20,000 "to be known as the Dr. George R. Moore Memorial Fund and shall be used to improve and promote the teaching of sciences." The original fund, after payment of state inheritance taxes, was \$18,100. The present value is \$19,803.56, and the estimated annual income is \$833.51.



## SCHOLARSHIPS AND AWARDS

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### SCHOLARSHIPS

A merit scholarship is available to a student whose grades place her approximately in the upper 10 per cent of her class and who is recommended by the principal or superintendent of the school from which she is transferred. A student receiving such a scholarship is expected to maintain a grade average of B. Failure to do so results in the forfeiture of the scholarship.

A limited number of scholarships are granted to students who have displayed unusual proficiency in the fields of art, drama, and music. The amount of the scholarship will be determined by the committee on scholarships after study of the applicant's qualifications. The maximum value of a fine arts scholarship is \$200; it is granted for one year at a time. An applicant must rank in the upper one-third of her class. Try-outs in music (piano, voice, violin, and cello) and drama (public speaking and dramatic art) are held in various cities and at the college. Applicants for scholarships in art (drawing, water color and oil painting) must submit samples of their work direct to the head of the art department.

Application blanks for the above scholarships will be sent on request.

#### *Honor Scholarships*

A SENIOR SCHOLARSHIP, amounting to \$150.00, may be granted in recognition of outstanding mental and personal qualities to a Frances Shimer student who has completed the work of the junior year. This scholarship was awarded in 1948 to Janet Hatton.

TWO LOWER DIVISION SCHOLARSHIPS, amounting to \$300.00 each, may be granted, on recommendation of the faculty, to Frances Shimer students who have completed the work of the lower division. The scholarships are payable \$150.00 per year. These scholarships were awarded in 1948 to Joan Rosenberg and Carolyn Troup.

#### *The Chicago Alumnae Scholarship*

The three chapters of the Chicago Alumnae Group award an annual scholarship of \$150.00 to a senior who has been outstanding in scholarship, student activities, and personal qualities. This scholarship was awarded in 1948 to Mary Lou Council.



## PRIZES AND AWARDS

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Announced During the Commencement Exercises

June 6, 1948

The Elizabeth Percy Konrad Trophy for excellence in English was first presented in 1926. The name of the student in the Upper Division graduating class who does the best work in English for the year, as recommended by a committee appointed for the purpose, is engraved on a large silver cup. Since the original cup now has its band filled with the names of twenty girls, Mrs. Konrad, one of our alumnae, has generously given a second cup which will be kept in a prominent place in the college library.

*Barbara Winters, Oak Park, Illinois*

The James Spencer Dickerson Prize of \$10.00 is awarded by the Dickerson Art Club to the student who made the most progress during the year in drawing and painting.

*Bette Anne Kanter, Chicago, Illinois*

The Art Club Award is presented for excellence in creative expression in the graphic arts.

*Norma Lynn, Savanna, Illinois*

The Jessie Miles Campbell Prize of \$10.00 is given each year to the College Sophomore who ranked highest in the Sophomore Testing Program. This battery of tests is given annually in about 80 colleges and is standardized on the tests of 4,000 college students.

*Margaret Sayre, Waban, Massachusetts*

The Ileen Bullis Campbell Prize is an annual award for excellence in the field of history. This year an award of \$10.00 is given to each of two students since their grades were so nearly even that no distinction could be made.

*Patricia White, Blue Island, Illinois*

*Margaret Sayre, Waban, Massachusetts*

The Samuel James Campbell Trophy is awarded to the best athlete of the year. It is granted to a member of the graduating classes who has been active in at least four major sports and who has consistently shown high ideals of sportsmanship.

*Patricia White, Blue Island, Illinois*



The Anne McKnight Vocal Prize of \$15.00 is presented each year to the student who has made the most progress in singing.

*JoAnne Schoening, Mount Carroll, Illinois*

The honor of having her name engraved on the Pro Musica Shield which hangs in Dearborn Hall is given this year to one member of the club for excellence in singing.

*Phyllis Haeger, LaGrange, Illinois*

For excellence in piano accompanying.

*Patricia Boughton, Eagle Grove, Iowa*

For excellence in marimba playing.

*Patricia Senneff, Britt, Iowa*

The Schwing Piano Prize of \$10.00 is given each year to a student who has done excellent work in piano.

*Marian Freed, Decatur, Illinois*

Two Dramatic Club Prizes of \$10.00 each are awarded this year. The names of the winners, selected by a joint committee of faculty and dramatic club members, are engraved on the silver plaque which hangs in the speech room.

For excellence in play production

*Rhoda Huxsol, Charles City, Iowa*

For excellence in acting

*Bette Alice Lerch, Delafield, Wisconsin*

The Martha Barnhart Hoffman Prize of \$10.00 is awarded to the student who does the best work in interpretative reading.

*Margaret Felter, Van Meter, Iowa*

The Frances Shimer Record presents a prize of \$10.00 to the student who has done the best work in creative writing.

*Patricia White, Blue Island, Illinois*

The Phi Theta Kappa scholastic prize of \$10.00 is presented each year to the college junior who has had the highest scholastic standing for the year. Phi Theta Kappa is a National Junior College Honor Society established at Shimer in 1932.

*Margaret Hunter, Earlham, Iowa*



On recommendation of the faculty, a scholarship of \$150.00, available for two years, is granted to two Frances Shimer students who have completed the work of the lower division, in recognition of their personal qualities and scholastic ability.

*Joan Rosenberg, Goodland, Kansas*

*Carolyn Troup, Green Bay, Wisconsin*

A similar scholarship of \$150 is awarded to an upper division student.

*Janet Hatton, Buenos Aires, Argentina*

The Chicago Alumnae Scholarship of \$150.00 is awarded each year to a junior who has been outstanding in ability and in personal qualities.

*Mary Lou Council, Aurora, Illinois*

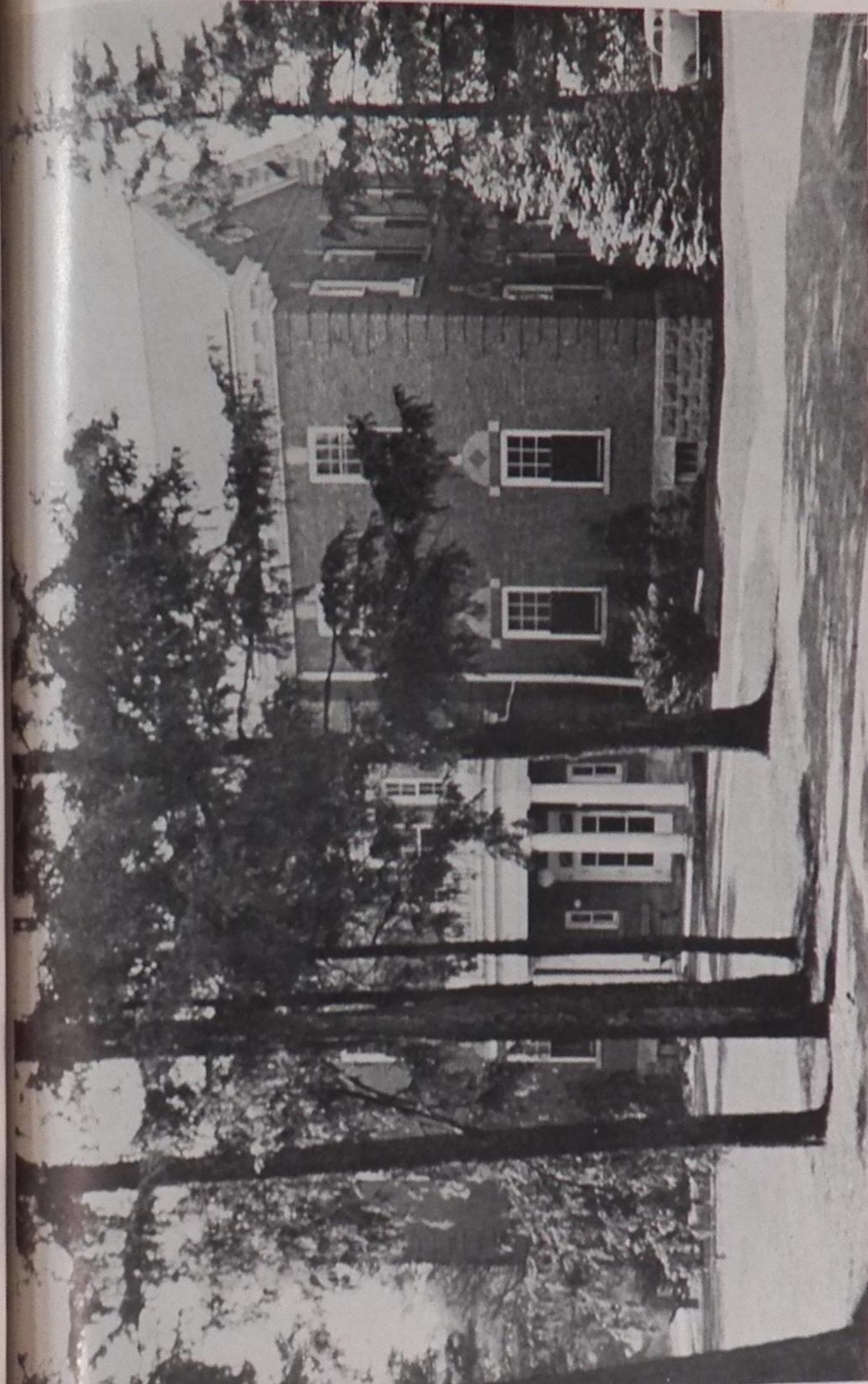
The Dearborn-Anne McKnight scholarship, presented in 1943 by Mr. and Mrs. W. A. McKnight, of Aurora, Illinois, is awarded each year to an unusually talented student in the Voice Department. The annual scholarship is \$200.

*Mary Lou Council, Aurora, Illinois*

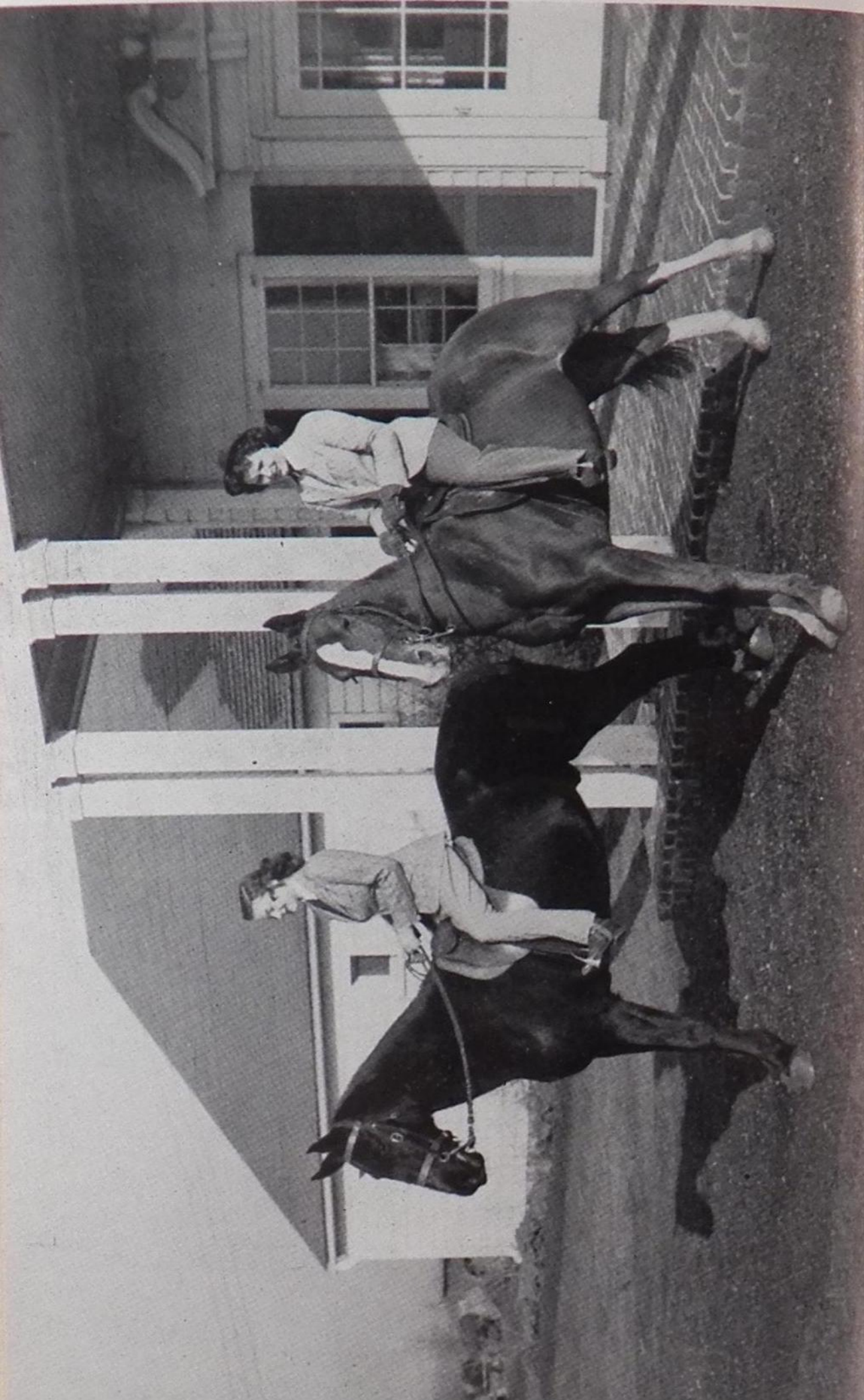
The George F. Spinti Art Prize of \$10.00 is presented this year for the first time to the student who has been most proficient in the art of painting.

*Dorothy Marshall, Chicago, Illinois*











## CALENDAR OF MAJOR EVENTS (1948-1949)

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### SEPTEMBER

12-16	Orientation, Testing and Registration of students
16, Thursday	Opening Convocation; Y.W.C.A. Tea
18, Saturday	Who's Who Party, Y.W.C.A.
19, Sunday	Vespers, Merrill L. Hutchins
25, Saturday	Picnic—Folk Dancing
26, Sunday	Vespers, Y.W.C.A.

### OCTOBER

3, Sunday	Vespers, William N. Hawley
10, Sunday	Art Lecture, Mrs. Magda Glatter
16, Saturday	Eleventh Grade Party
17, Sunday	Voice Recital, Myron Carlisle, baritone
23, Saturday	Political Speaker
24, Sunday	Political Speaker
30, Saturday	Junior Class Prom
31, Sunday	Concert, Mrs. Oscar Overby

### NOVEMBER

6-7	Dad's Day
7, Sunday	Vespers, J. Coert Rylarsdam
12-13	Marriage and Home Conference, Dr. H. Richard Rasmusson
13, Saturday	Y.W.C.A. Bazaar
14, Sunday	Violin and Harp Concert, Misses Charlotte and Artiss de Volt
20, Saturday	Green Curtain Play, "Elizabeth the Queen"
21, Sunday	Travel Talk, Jack Schultz
24, Wednesday	Thanksgiving Vacation, 12:00 Noon
30, Tuesday	Thanksgiving Vacation ends, 8:00 a.m.

### DECEMBER

5, Sunday	Vespers, Marvin Halverson
12, Sunday	Christmas Pageant
16, Thursday	Christmas Party, Y.W.C.A.
18, Saturday	Christmas Vacation, 10:50 a.m.

### JANUARY

3, Monday	Christmas Vacation ends, 8:00 a.m.
9, Sunday	Vespers, Rabbi Benjamin A. Daskal
16, Sunday	Student Speech Recital
23, Sunday	Conservatory Recital



## FEBRUARY

6, Sunday	Vespers
11, Friday	Instructors course in life saving
10, Thursday	Big and little sister banquet
11-12	Winter Carnival—Sponsored by Student-Faculty Council
13, Sunday	Talk by Miss Hostetter
19, Saturday	Formal dance—12th grade
20, Sunday	Piano recital—Miss Eby
24-27	Religion in Life Conference

## MARCH

5, Saturday	Inter-dormitory basketball game
6, Sunday	Vespers
12, Saturday	Basketball finals
20, Sunday	Art lecture
26, Saturday	Swimming meet
27, Sunday	Two piano recital: Miss Eby and Miss Bisdorf

## APRIL

2, Saturday	Green Curtain Play, "Ask for Me Tomorrow"
3, Sunday	Vespers
7, Thursday	Athletic Association banquet
14, Thursday	Spring vacation begins—10:50 a.m.
17, Sunday	Easter Sunday
24, Sunday	Spring vacation ends
29-30, Fri.-Sat.	Science and Social Science Conference

## MAY

1, Sunday	Music festival
	Vespers
8, Sunday	Speech recital, Miss Kramer
11, Wednesday	Founder's Day picnic
14, Saturday	Formal dance—14th grade
15, Sunday	Dance recital
21, Saturday	May Fete
22, Sunday	Horse show
29, Sunday	Speech recital

## JUNE

3, Friday	Student-Faculty dinner dance
4, Saturday	Choir concert
	Library sing
5, Sunday	Baccalaureate
	Commencement



# NATIONAL ALUMNAE ASSOCIATION

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The National Alumnae Association unites the thousands of Frances Shimer graduates and former students through the common bond of their interest in Alma Mater. Its aims are to promote alumnae activities, and to further the organization of local alumnae chapters in various parts of the country.

FRANCES E. FOX	President
4455 N. Ashland Avenue, Chicago, Illinois	
VIRGINIA RITCHIE PITCHER	Vice-President
1407 Elm Street, Arlington Heights, Illinois	
RUTH WRIGHTSMAN MURRAY	Secretary
8250 Drexel Avenue, Chicago, Illinois	
THELMA FOX HOMMEDEW	Treasurer
Mount Carroll, Illinois	

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Mount Carroll, Illinois	
DOROTHY JOHNSON COLLIFLOWER	Vice-President
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AUGUSTA STENQUIST	Secretary-Treasurer
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## North Shore

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129 Elmwood Avenue, Evanston, Illinois	
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JANE BURESCH	Historian
650 Forest Avenue, Evanston, Illinois	

## West Suburban

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ROSEMARY TRUDE WESTPHAL	Vice-President
1113 South Oak Park Avenue, Oak Park, Illinois	
JANET OLSON	Secretary
730 William, River Forest, Illinois	
AVIS CARROLL MRACEK	Treasurer
738 South East Avenue, Oak Park, Illinois	

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PAULINE HAYWARD KREUTER	Vice-President
275 W. Foothill Blvd., Arcadia, California	
WILMA GEARY ROBERTS	Secretary-Treasurer
324 South Magnolia, Monrovia, California	



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20 Westwood Place, Danville, Illinois
- MARTHA BARNHART HOFFMAN ..... Secretary-Treasurer  
116 No. Gilbert Street, Danville, Illinois

## ALUMNAE OF THE LAKE

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Spirit Lake, Iowa
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# REGISTER OF STUDENTS FOR THE YEAR 1948-1949

## GRADUATES, JUNE, 1948

Aivazzadeh, Daisy	Lincolnwood, Illinois
Anderson, Meryl Lou	Lake Bluff, Illinois
Barnhart, George Robert	Dixon, Illinois
Boughton, Patricia Arlene	Eagle Grove, Iowa
Brudi, Marilyn	Mount Carroll, Illinois
Christensen, Shirley Anne	Mt. Pulaski, Illinois
Colburn, Alice Louise	Glenview, Illinois
Coon, Joan Marsy	Winthrop Harbor, Illinois
Crete, Ray N.	Morrison, Illinois
Dixon, Lois	Mount Carroll, Illinois
Drager, Bessie Lee	Kirkland, Illinois
Engler, Wanda Lee	Belleville, Illinois
Fincher, Barbara Lou	Grand Rapids, Michigan
Franklin, Nancy Loo	Delmar, Iowa
Gilpin, Patricia Ruth	Carmi, Illinois
Goetz, Marguerite	Eleroy, Illinois
Gold, Barbara	Minneapolis, Minnesota
Haeger, Phyllis	LaGrange, Illinois
Hay, Virginia Ann	Des Moines, Iowa
Hills, Dorothy Lu	Oregon, Illinois
Horacek, Amalia Libuse	Bloomington, Illinois
Horton, Kathryn Elizabeth	Des Moines, Iowa
Huxsol, Rhoda Mae	Charles City, Iowa
Kent, Marie Elaine	Park Ridge, Illinois
Kipnis, Robert David	Mt. Carroll, Illinois
Krause, Anne	Hinsdale, Illinois
Kruse, Joan Lou	Blue Island, Illinois
LaSota, Gloria	Downers Grove, Illinois
Mott, Aneta Mary	Hampton, Iowa
Neilson, Dolores Mae	Chicago, Illinois
Newcomer, Mona Jeanne	Lanark, Illinois
Newell, Nancy	Chicago, Illinois
Roberts, Mary Kathryn	Fort Dodge, Iowa
Sampson, Doris Ann	Sioux Falls, South Dakota
Sayre, Margaret	Waban, Massachusetts



Schweger, Shirley Louise	Ashland City, Tennessee
Senneff, Patricia Joanne	Britt, Iowa
Sie, Hsien Shuh	Nanking, China
Sorby, Arlene Judith	Rockford, Illinois
Spengler, Margaret Brett	Cleveland Heights, Ohio
Star, Shirley Ann	Battle Creek, Michigan
Stratton, Marilyn H.	Augusta, Michigan
Truesdell, Carolyn Sue	Flint, Michigan
Voreck, Carolyn Emily	Charles City, Iowa
White, Patricia M.	Blue Island, Illinois
Wilson, Pearl C.	Casselton, North Dakota
Wimmer, Gretchen	Cuba City, Wisconsin
Winters, Barbara Lou	Oak Park, Illinois
Ziebell, Donna Pearl	Chicago, Illinois
Zier, Joyce Genevieve	Shannon, Illinois

## STUDENTS RECEIVING TWELFTH GRADE DIPLOMAS

Aivazzadeh, Florence	Kieck, Marilyn Jean
Amsden, Sally	Koss, Annette Hamilton
Axelrod, Mona Harriet	Lerdrup, Delores Lee
Baker, V. Lynn	Malcolm, Mary Ann
Bro, Andrew	Miller, Lois Rae
Bruning, Patricia Jane	Mitchell, Florence
Cardwell, Joan	Nelson, Alice Eva Kathrine
Crane, Barbara	Nelson, Virginia Lila
Cummings, Paula Ann	Pruskauer, Myrna Deen
Dacey, Betty Lou	Pruskauer, Riki
Diamond, Rachelle Naomee	Rea, Georganne
Dvorak, Leah Frances	Rehm, Jane Ann
Felter, Margaret Elaine	Richardson, Alice Marion
Franz, Joan Claire	Richie, Delores
Frazier, Dorothy Jean	Rosenberg, Joan Cantor
Grauer, Pauline Linden	Shaw, Francine Louise
Greenlees, Mary Janet	Soukop, Helen Marie
Hand, Caroline Lee	Steers, Georgia Wilson
Hosterman, Clara Mae	Stern, Joan Antonette
Jacks, Gloria Ann	Tolman, Alida Sprague
Jones, Carolyn Ruth	Troup, Carolyn Ruth
Johnson, Janet	Wentsch, Rhoda Gladys
Kanter, Bette Anne	Werner, Barbara Lee
Kates, Josephine	Wexelman, Hope
Keech, Virginia Clara	Wright, Margaret Jane



## REGISTER OF STUDENTS, 1948-1949

## Senior Class

Anderson, Jean	Princeton, Illinois
Armour, Ann	Grosse Pointe, Michigan
Armour, Joan	Grosse Pointe, Michigan
Byrne, Barbara	Downers Grove, Illinois
Casper, Patricia	Elmhurst, Illinois
Council, Mary Lou	Aurora, Illinois
Deischer, Barbara	Hot Springs, South Dakota
Diamond, Loel	Kankakee, Illinois
Dickey, Frances Jane	Detroit, Michigan
Elder, Sally	Bryan, Ohio
Frederick, Marilyn	Webster Groves, Missouri
Freed, Marian	Decatur, Illinois
Garber, Charlotte	Chicago, Illinois
Haas, Janet	Bridgeport, Connecticut
Harper, Harriet	North Branch, Michigan
Hatton, Janet	Buenos Aires, Argentina
Hinebaugh, Ramona	Mount Carroll, Illinois
Hunter, Margaret	Earlham, Iowa
Irwin, Marilyn	Rochester, Illinois
Jones, Peggy	Wheaton, Illinois
Kieckhafer, Mary Ellen	West Bend, Wisconsin
Kirsch, Caryl	Sturgis, Michigan
Ladish, Ann	Milwaukee, Wisconsin
Ladish, Mary Janet	Milwaukee, Wisconsin
LaRoy, Jacquelin	Wilmette, Illinois
Laven, Janet	South Bend, Indiana
Lew, Patsy	Shanghai, China
Liebau, Ayleen	Grafton, Wisconsin
MacArthur, Ann	Lansing, Michigan
Marshall, Dorothy	Chicago, Illinois
Miller, Shirley	Freeport, Illinois
Mitchell, Lauren	Thomson, Illinois
Myers, Marjorie	Elmhurst, Illinois
Okamoto, Kazuko	Chicago, Illinois
Pearsall, Virginia	Des Moines, Iowa
Randolph, Rose Lou	Havelock, Iowa
Reiss, Lois	Chicago, Illinois
Richardson, Alice	Pleasant Valley, Iowa
Rieger, Karyl	Freeport, Illinois
Ross, Charlene	Mount Carroll, Illinois
Sawyer, Martha	Milwaukee, Wisconsin
Schoen, Priscilla	Brookfield, Illinois
Schoening, JoAnne	Mount Carroll, Illinois
Shores, Burrell	Savanna, Illinois
Smith, Elmer	Dixon, Illinois



Smith, Patricia Jean	Chicago, Illinois
Swanson, Shirley	Rockford, Illinois
Von Spach, Mary	Wauwatosa, Wisconsin
Wales, Diane	St. Charles, Illinois
Zimmerman, Margaret Ann	Monticello, Iowa

### Junior Class

Axelrod, Mona	Detroit, Michigan
Berkstresser, Mary Jane	Mount Carroll, Illinois
Berry, Dixianna	Anamosa, Iowa
Bohne, Elizabeth	Minneapolis, Minnesota
Brigham, Jean	Savanna, Illinois
Burkard, Sonja	Decatur, Illinois
Cerny, Rosemary	Riverside, Illinois
Chapel, Beverly	Barrington, Illinois
Clifford, Margaret	Cambridge, Illinois
Coleman, Maurine	Bloomington, Illinois
Crane, Barbara	Hinsdale, Illinois
Davis, Patricia	Dodgeville, Wisconsin
Diamond, Rachelle	Hammond, Indiana
Donels, Dianne	Vinton, Iowa
Eberhart, Polly	Milwaukee, Wisconsin
Espe, Judi	Des Moines, Iowa
Finsterwald, Edith	Detroit, Michigan
Gille, Alice	Cuba City, Wisconsin
Grarup, Anne	Sheffield, Iowa
Grubbs, Patricia	Center Point, Iowa
Harris, Martha	Elkhorn, Wisconsin
Hatton, Patricia	Buenos Aires, Argentina
Hoppler, Polly	Sterling, Illinois
Jacobsen, Dolores	Villa Park, Illinois
Kraus, Nancinell	Chicago, Illinois
Lail, Bettye	Fort Worth, Texas
Lambrecht, Lois	Sterling, Illinois
Longson, Christine	Birmingham, Michigan
Lonsdale, Gladys	Winfield, Iowa
Mabie, Jeanne	Evanston, Illinois
Mack, Joan	Winfield, Illinois
Matheson, Ann	Davenport, Iowa
Milligan, Barbara	Chicago, Illinois
Mills, Mary	Des Moines, Iowa
Mitchell, Florence	Chicago, Illinois
Moore, Patricia	Ft. Thomas, Kentucky
Morrison, Joann	Grosse Pointe, Michigan
Nakauchi, Teruko	Chicago, Illinois
Nelson, Virginia	Fenimore, Wisconsin



O'Haire, Ann	Des Moines, Iowa
Okamura, Ethel	Honolulu, T. H.
Parrish, Alta May	Milford, Illinois
Peterson, Joan	Chicago, Illinois
Poole, Ruth	Cedar Rapids, Iowa
Randecker, Phyllis	Massbach, Illinois
Raymond, Jean	Kankakee, Illinois
Riley, Patricia	Chicago, Illinois
Rininger, Darlene	Schaller, Iowa
Saidel, Joan	Mount Carroll, Illinois
Selecman, Suzanne	Glenview, Illinois
Shadid, Elizabeth	Cedar Rapids, Iowa
Shaw, Francine	Chicago, Illinois
Siebert, Marye Ann	Wauwatosa, Wisconsin
Swanson, Joan	Akron, Ohio
Taft, Mary	Warren, Illinois
Tonsor, Barbara	Wauwatosa, Wisconsin
Walker, Sue Ann	Osage, Iowa
Weicker, Margareta	Chicago, Illinois
Weisz, Judy	Lanark, Illinois
Whaples, Prudence	Wheaton, Illinois
Wilson, JoAnn	Wyoming, Iowa
Wimmer, Margaret	Cuba City, Wisconsin

### Sophomore Class

Argent, Lucretia	Youngstown, Ohio
Auerbach, Carol	Chicago, Illinois
Beadle, Beverly	Atlantic, Iowa
Boeshore, Shirley	Fort Wayne, Indiana
Fink, Sandra	Minneapolis, Minnesota
Gage, Janice	Deerfield, Illinois
Garvey, Roberta	Detroit, Michigan
Gessner, Betty Ann	Kankakee, Illinois
Goldfine, Barbara	Chicago, Illinois
Green, Marianne	Chicago, Illinois
Gustafson, Janice	Mason City, Iowa
Jones, Judith	Des Moines, Iowa
Kaplan, Beverly	Sioux City, Iowa
Lee, May	Chicago, Illinois
Leimert, Phoebe	Evanston, Illinois
Lerch, Betty	Delafield, Wisconsin
McMullen, Nancy	Chicago, Illinois
Maddock, Patricia	Burlington, Wisconsin
Markels, Miriam	Chicago, Illinois
Markovits, Marianne	Chicago, Illinois
Mickelson, Jill	Elmhurst, Illinois
Molan, Margaret	Sheboygan, Wisconsin



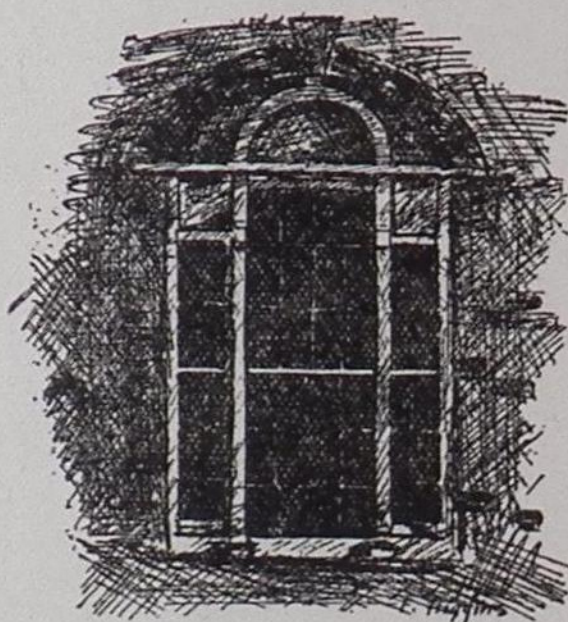
Patrick, Patricia	Park Ridge, Illinois
Pellett, Patricia	East Chicago, Indiana
Pettijohn, Norma	Chicago, Illinois
Roth, Barbara	Milwaukee, Wisconsin
Sampson, Barbara	Thermopolis, Wyoming
Salston, Anne	Chicago, Illinois
Spitz, Harriet	Chicago, Illinois
Spurloch, Nancy	Sturgis, Kentucky
Stark, Joan	Battle Creek, Michigan
Swardstad, Dolores	Chicago, Illinois
Twohig, Joellen	Sioux City, Iowa
Use, Paula	Austin, Minnesota
Watson, Mary	Madison, Wisconsin
Weinstein, Roseclaire	South Milwaukee, Wisconsin
Winslow, Nancy	New Orleans, Louisiana
York, Louise	Chicago, Illinois
Yorke, Beth	Norway, Michigan

### Freshman Class

Altenberg, Ruth	Chicago, Illinois
Banwell, Beverly	Clarion, Iowa
Bluestein, June	Chicago, Illinois
Bower, Viola	Olney, Illinois
Coen, Janet	Olney, Illinois
Curtis, Margaret	Stockton, Illinois
Daskal, Judy	Chicago, Illinois
Florang, Joanne	Burlington, Iowa
Fisher, Patricia	Wauwatosa, Wisconsin
Gackle, Maxine	Hobbs, New Mexico
Hafer, Frances	Chicago, Illinois
Hageman, Mary Ellen	Ray, Indiana
Kirchhoff, Harriet	Madison, Wisconsin
Maennle, Margaret	Berwyn, Illinois
Marcus, Francine	Gary, Indiana
Mervis, Patricia	Barrington, Illinois
Mitgang, Claire	Chicago, Illinois
Neiger, Polly	Orange, California
Piper, Carolyn	Madison, Wisconsin
Pollard, Rae Jeanne	Moline, Illinois
Richardson, Suzanne	Pleasant Valley, Iowa



Schild, Renee	Chicago, Illinois
Schram, Dorothy	Chicago, Illinois
Sherman, Ann	Little Rock, Arkansas
Shlimovitz, Margery	Sparta, Wisconsin
Smith, Patricia Helen	Wilmette, Illinois
Stephens, Mary	Wauwatosa, Wisconsin
Stevens, Dorothy	Fort Myers, Florida
Stewart, Nancy	Milwaukee, Wisconsin
Thompson, Sally	Pittsburgh, Pennsylvania
Yamamoto, Elsie	Chicago, Illinois





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## ENDOWMENTS

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Frances Shimer College is now undertaking a Development Program to enlarge its educational scope and resources. It appeals to friends to be mindful of the varied services which the college has rendered to the cause of the education of young women for a period now approaching a century.

Gifts and bequests for scholarships will aid worthy young women who are not wholly able financially to secure an education. A relatively small amount of money invested for such purposes makes returns far in excess of its market measure or value. The college welcomes the opportunity to become stewards of such funds, and to aid private individuals and friends to realize, in human satisfaction, the greatest rewards from their gifts.

---

### FORM OF BEQUEST FOR ENDOWMENT

I give and bequeath to the Trustees of The Frances Shimer Academy of the University of Chicago, located at Mount Carroll, Carroll County, Illinois, the sum of \$\_\_\_\_\_ to be invested for the permanent endowment of the Academy.

---

### FORM OF BEQUEST FOR SCHOLARSHIP

I give and bequeath to the Trustees of The Frances Shimer Academy of the University of Chicago, located at Mount Carroll, Carroll County, Illinois, the sum of \$\_\_\_\_\_ to be invested and called the \_\_\_\_\_ Scholarship.

---

### FORM OF BEQUEST FOR GENERAL PURPOSES

I bequeath to my executors the sum of \_\_\_\_\_ dollars, in trust, to pay over the same \_\_\_\_\_ days after my decease, to the person who, when the sum is payable, shall act as Treasurer of Frances Shimer Academy of the University of Chicago, located in Mount Carroll, Illinois, to be applied to the uses and purposes of said Institution as directed by its Trustees.

(This form may be used for bequests for endowment and scholarship purposes also.)











**FRANCES SHIMER COLLEGE**

**MOUNT CARROLL, ILLINOIS**